



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/Next actions
Key indicator 2: To engage all pupils in regular physical activity in line with the Chief Medical Officer guidelines	<ul style="list-style-type: none">• Use of PSA Academy and specialist sports coaches has boosted participation of physical activity for all children during unstructured times during break and lunch times• Every child has experienced first-hand coaching within a wide variety of games, including team games during PE lessons• The many clubs we have on offer give children the opportunity to participate in a range of sports across the year, including: football, netball, cricket, athletics and rounders, tennis, dance, gymnastics, handball, boccia and speed stack• PE visitors (Olympic athletes) have inspired children to talk about sports in school, and with parents at home, to encourage trying new activities• Walk to school week promoted physical activity and competition across the school to be fit and healthy	<p>Continue to engage children and parents in healthy living workshops, including healthy eating and active lifestyles</p> <p>Encourage teachers, and support staff, to offer extra-curricular sports clubs</p> <p>Keep up to date with national events and advertise to children and parents in a timely fashion, e.g. 'Walk to school week'</p>

<p>Key indicator 3: To raise the profile of PE and sport across the school as a tool for whole-school improvement</p>	<ul style="list-style-type: none"> • Class teachers run sports clubs before and after school and have offered diverse experiences for a range of interests, such as dance and gymnastics • Achievements have been celebrated in assemblies and on school newsletters (match results, reports and photos shared after tournaments), promoting sporting success • Sports notice board in main school hallway publishes match/ competition results, information on sports leaders and upcoming events related to PE and sport- raising the profile of PE and Sport for all of the children, staff, visitors and parents • Sports Leaders run games and promote different sports at lunch time, which has seen children participating and talking about PE more • PE visitors (Olympic athletes) have inspired children to talk about sports in school, and with parents at home, to encourage trying new activities • Outdoor gym equipment is used and enjoyed daily by children for fitness, health and fun • Links evident across the curriculum- e.g. during Rights Respecting and Global Goals learning to educate on sport's wider impact on people 	<p>PE Lead to ensure consistency when promoting sport in assemblies and to update the sports board in school regularly, as a tool for school improvement.</p> <p>New staff to run sports clubs before or after school in a range of sporting areas which reflect interests and passions.</p> <p>New Sports Leaders to be trained every year (Year 6 children).</p>
<p>Key indicator 1: To increase confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> • Dance workshops have been given for each year group across dance styles and genres to upskill the teaching of this identified area • Some teachers have accessed external CPD on specific sports from the curriculum • Internal dance-trained specialist teaching assistant has supported two year groups with planning, team teaching, coaching and assessment with teachers 	<p>Ongoing monitoring needed across all year groups in the school through learning walks and observations.</p> <p>Identified teachers to be supported delivering the PE curriculum through team teaching and planning support.</p> <p>CPD to be given by PE Lead internally to raise the expectations for how PE is delivered consistently across the school. Dance expert teaching assistant to work with remaining year groups.</p> <p>Promote specialist CPD courses for ECTs and other target staff identified.</p> <p>Develop teachers' understanding of PE assessment.</p>

<p>Key indicator 4: To offer a broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> • Daily structured sports interventions in place for some year groups to develop social, emotional and physical skills, as well as supporting mental health • School support staff and specialist coaches have run a range of lunchtime and afterschool clubs based on children's interests from pupil survey • Investment in new equipment and resources for new sports, which the children may not have experienced before- e.g. boccia and curling • Trips and visits completed for sports-related topics, e.g. visit to the Tottenham Hotspur stadium as part of 'Leisure and lifestyle' unit. PPG children and families supported in accessing trips • Athlete visit (volleyball Olympian) gave a workshop to inspire and expose the children to a new sporting experience • Gym/fitness equipment accessible to all in the playground and used daily across all year groups 	<p>Encourage regular sporting trips, visits and workshops for all year groups- e.g. visits to stadiums, professional matches etc.</p> <p>Create an intervention timetable to target children with emerging SEMH needs across the school- in all year groups.</p> <p>Train all staff to provide effective sporting activities during lunch time and after school.</p>
<p>Key indicator 5: To increase participation in competitive sport</p>	<ul style="list-style-type: none"> • We have an annual membership of WDPSSA who coordinate local sports events/competitions, allowing us to enter regular events across sporting disciplines • A10 Active membership has allowed us to enter local school tournaments and competitions • We have entered A, B and C teams to allow more children to take part in competitive events • Coach travel has been funded to allow children to get to events • We have arranged regular friendly competition - inter school using the local sport partnership 	<p>Look into children participating in competitive dance and gymnastic events</p> <p>Host intra-school sports competition involving competition between house teams</p> <p>Engage more girls to access inter/intra school competitions on the back of the success of the Lionesses success</p>

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>To improve the engagement and participation of all children in 30-60 minutes of physical activity per day</p> <ul style="list-style-type: none"> -Introduce a range of new sports clubs at break time and lunchtime that children can participate in (quick sticks, handball, netball, basketball) -TAs to lead physical activity sessions at lunch time -Train Sports Leaders to run activities on the playgrounds during break and lunch times -Buy sports kit to allow all children to participate in physical activity -Rotate the children who attend regular sporting competitions and tournaments to allow wider participation -PE Leaders to organise healthy living workshops for parents to promote active living -Fund regular fitness workshops, e.g. boot camps, to promote children being healthy and active -PE Lead to promote national and local events in a timely fashion- e.g. 'Walk to School Week' and 'National Fitness Day' -Reintroduce Daily Mile as a form of movement break during afternoon learning 	<p>PE Lead</p> <p>All pupils,</p> <p>All staff members</p> <p>Parents and carers</p> <p>SLT</p>	<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p>	<p>PE Leads to monitor provision and provide equipment to ensure maximum participation.</p> <p>Invest in a range of equipment to be used at break times and lunchtimes for new sports</p>	

<p>To increase confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> -Identified staff to observe and team teach with PE Lead and sports coaches -Dance-trained TA to support all year groups with teaching of dance- across genres -‘Get Set 4 PE’ purchased to ensure confidence in all staff when teaching their own PE lessons, including differentiation and challenge suggestions -PE Lead to launch assessment system for PE and develop staff’s understanding -Provide CPD for staff to raise the quality of teaching and provision across the school, across a range of sporting disciplines - Promote specialist external CPD courses for ECTs and other target staff identified 	<p>Class teachers</p> <p>TA dance specialist</p> <p>PE Lead/Sports Coaches</p> <p>SLT</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>PE timetable created to allow teachers directed time to observe PE coaches.</p> <p>This will also allow opportunities for team teaching and support when delivering lessons.</p> <p>CPD courses offered for teachers to broaden their knowledge and confidence when teaching PE lessons.</p> <p>Good or better lessons being taught consistently by class teachers through planning support, training and team teaching.</p> <p>Staff feel more confident and happier to teach the PE curriculum due to the CPD provided by PE Lead.</p> <p>As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good or better progress, building on prior achievement</p> <p>As a result of confident and knowledgeable support from TAs during PE lessons, all pupils, irrespective of their special educational needs and disabilities make excellent progress in line with their prior learning and ability.</p> <p>Fewer first aid incidents and behaviour problems due to organised activities.</p>	
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<p>The profile of PE being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> -Ensure that a high quality PE curriculum is delivered and assessed by sports coaches and class teachers -Curriculum continuously analysed to ensure it is progressive and that sports offered are tailored to our children's interests -Train Sports Leaders (pupil-led) to run targeted activities/games during play and lunchtime -PE Lead to have access to social media platforms to post regular updates of both PE lessons and competitions -PE Lead to ensure consistency when promoting sport in assemblies and to update the sports board in school regularly, as a tool for school improvement -Regular communication with parents, via the website and school newsletter, to raise awareness of sport in school -New staff to run sports clubs before or after school in a range of sporting areas which reflect interests and passions 		<p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>All teachers recognise the importance of PE and how it has impact on all children.</p> <p>Children become independent at lunch times and playtimes, choosing to be Sports Leaders. During the summer term, pupils should be trained in year 5 so that the introduction of Sports Leaders can start earlier in the year.</p>	
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<p>Increased participation in competitive sport</p> <ul style="list-style-type: none"> -Organise and lead Brookland sports teams and after school clubs, which prepare children for events in a timely fashion -Sports kit for external competitions -Entry into the A10 and WDPSSA partnerships who host leagues, tournaments and competitions -Inter-house competitions introduced into assessment lessons -New sports kit for younger year groups to be purchased with Brookland badge printed on them -PE Lead to host matches and run tournaments for local schools- including girls' competition -PE Lead to organize house competitions across sports 	<p>Pupils PE Lead Sports Coaches Class teachers SLT Admin team</p>	<p>Key indicator 5: To increase participation in competitive sport</p>	<p>Continue to organize and run more fixtures with opposing schools</p> <p>Set up leagues, tournaments and cups, and host them at the school</p> <p>Create more opportunities for all children to participate in external competitions- including for girls</p> <p>Create more opportunities for children to enter internal house competitions</p>	
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<p>Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> -Plan and organize regular sporting trips, visits and workshops for all year groups- e.g. visits to stadiums, professional matches etc. -Create an intervention timetable to target children with emerging physical and SEMH needs across the school- in all year groups.- through hockey, cricket and golf -Train (OPAL CPD) all staff to provide effective sporting activities during lunch time and after school -Integrate new sports taught within the curriculum creating links with local clubs to provides extra-curricular activities -Purchase equipment for new sports included in the curriculum planning, such as handball and dodgeball -Attend fixtures and competitions as a spectator in a new sport (Lee Valley) -Health and fitness related exercise taught to all of KS2 and external 'boot camp' workshop to be funded for all year groups 	<p>All pupils PE Lead/ Sports coaches Class teachers Support staff SLT</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>PE Lead and sports coaches to continue to outreach where possible and develop own CPD as well as other staff CPD.</p> <p>Enter competitions next year for new sports that we have not entered.</p> <p>Continue to grow the links with local outside clubs to promote a variety of sports (tennis, gymnastics and dance focus).</p> <p>Provide a wider extra-curricular programme with external companies coming in to deliver sports and clubs.</p> <p>Provide children with more experiences observing and spectating in sports to encourage participation.</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

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?	78%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	
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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Mrs Mandeep Barton
Subject Leader or the individual responsible for the Primary PE and sport premium:	Mr Ryan Ladyman and Mr Dave Bloomfield (PE Leaders)
Governor:	Mrs Amy Claydon
Date:	November 2023