



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 (2023/2024)

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

Activity/Action	Impact	Comments
<p>GAT Membership Support Package</p> <ul style="list-style-type: none"> • Purchase membership of GAT PE and Sports Programme. Support to include: <ul style="list-style-type: none"> • Focused on Outdoor learning opportunities introduced last year <p>Play Leaders training -</p> <ul style="list-style-type: none"> • Internal staff (lunchtime) providing more opportunities for active lunchtimes 	<ul style="list-style-type: none"> • Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA • Support/training for PE staff • PE Co-Ordinator networking days • Children following all latest PESSPA Safe-Practice <ul style="list-style-type: none"> • Children engaged in more effective, enhanced provision from upskilled staff <ul style="list-style-type: none"> • We have identified CPD and resources to support all staff to encourage active learning across whole school with a particular focus on outdoor learning <ul style="list-style-type: none"> • Engaging more pupils to play and be more active at lunchtime • Encourage sports leaders to lead independent activities 	<ul style="list-style-type: none"> ○ Consistent support throughout the year, including staff CPD/subject leader training/QA of planning/teaching and learning and assessment <ul style="list-style-type: none"> • All staff are very comfortable in delivering the OAA scheme we have purchased as a school. <ul style="list-style-type: none"> • Outdoor learning days for the whole school have become fully integrated as part of our curriculum and takes place termly <ul style="list-style-type: none"> • This has given many of our students the opportunity to lead activities for younger year groups and built confidence

JB Sports Coaches -

- Sports coaches employed throughout the academic year to develop healthy, physical opportunities through PE lessons

- Sports coaches delivering Lunch clubs

- Sports coaches delivering Afterschool Club

- Give our children the opportunity to become more aware of their fitness and the different types of activities that are available to them as part of the curriculum

- Upskilled teachers and support staff in their delivery of PE

- Smaller groups of children have been invited to take part in lunch clubs to try new sports / enhance understanding/ prepare for competitions

- Children given opportunities to take part in activities where there is no pressure to perform

- Clubs offered this year included some different sports - badminton/volleyball and swimming was offered. We housed a pool in school for our swimming sessions, so were able to offer swimming as an after school club, delivered by

- Children benefit from a variety of different sports and are able to consistently refer back to our RICHER values in school

- The impact of lunch clubs has boosted the confidence of all our children who have had the opportunity to take part.

- It has also allowed progressing and bespoke training for specific needs when preparing for competition

- Team building/teamwork and opportunities to try different sports for children who attended afterschool sports clubs

<ul style="list-style-type: none"> • Intervention programmes • 5 a day scheme <p>Enrichment opportunities -</p> <ul style="list-style-type: none"> • Enrichment opportunities - delivered by Sports Coaches • Learning Through Dance - Bespoke one day training to two different year groups by Dance professional Charlotte Allison (linked to curriculum learning) 	<p>qualified swim teachers/coaches</p> <ul style="list-style-type: none"> • Maths on the Move and Tagtivate intervention programmes continued throughout all terms targeting specific children to help with their maths and phonics • Children take part in short exercise bursts throughout the day • Lasertag was delivered in school for all children • Children spent the day working alongside a professional dancer/teacher to learn and perform a dance to the rest of the year group 	<ul style="list-style-type: none"> • Encourages brain breaks during learning • All children were given the opportunity of taking part in the enrichment programme which helped challenge their energy in a positive way • The children who took part learnt a different way to express themselves through the medium of dance. They had to work as part of a team to create a finished, polished piece at the end of the
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<ul style="list-style-type: none"> • Competition (Inter-school) 	<ul style="list-style-type: none"> • All year groups were coached and taken to different schools throughout the course of the year, where they were able to represent SJA in a multitude of different sports. These termly competitions were run and organized by JB Sports Coaching • 20 Children from SJA also took part in a Trust wide Sportshall Athletics competition. This was held in Leicester and gave the children an opportunity to compete against 20 other GAT schools. • Took part in a new event - Triathlon - ran by the Brownlee Foundation in Lincoln. We were invited to attend a new event to us, where 20 Y4/5/6 children took part in non-competitive Triathlon event which was a great experience for all who took part • Ten SEND children were invited to take part in a Panathlon event at our local Bowling Centre 	<p>day</p> <ul style="list-style-type: none"> • The competition programme run by JB was invaluable at giving our children the opportunity to be part of a team/show their talent and sportsmanship • Our children were working as a team, showing resilience and great sportsmanship to each other and others in this event. It was a fantastic opportunity for our children to experience competition sport and excelled their expectations by coming 3rd overall • All the children chosen to attend were able to experience the three disciplines of a Triathlon event, understand the transitions and the stamina needed for this type of event • Inclusive event ran by an outside agency gave some of our SEND children the opportunity to take
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- **Competition (Intra-school)**

- 20 of our swimmers and non-swimmers took part in an Aquasplash Event held at our local pool. It incorporated races for all year groups both genders and team races as well as individual races
- As part of their termly PE lessons, all year add an element of competition between their year group classes - this can be a performance based award (gymnastics/dance) or something more competitive (end of unit tournament)
- End of year Sportsdays for all year group included opportunities for all children throughout the school to take part in a variety of different track and field activities, culminating in a class race at the end of the day

part in a sporting event, where they could work as part of a team

- Being able to take both swimmers and non-swimmers enabled our less-confident swimmers the opportunity to compete against children from other schools of similar ability. Children showed great resilience, teamwork and sportsmanship throughout this event
- Enabled children to feel part of a team in year groups/classes. It encouraged children to be competitive and push themselves and each other on the day. Teamwork and sportsmanship were the key focus on all of these days.

- **Bikeability (Y5/6)**

Independent company to deliver a week-long programme to ensure our children can ride safely on the roads

- To teach our children to ride their bikes on the road safely and achieving an badge/award to congratulate them for their efforts

- Children were able to ride bikes safely on the roads and many have started to ride their bikes to school
- This programme has become established at SJA and aimed at our Y5/6 pupils to encourage independent and safety on our roads.

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>GAT Membership Support Package Allison Consultancy to plan and deliver Learning Sessions and resources for PESSPA 3 x days central training (1 bespoke training day)</p>	<ul style="list-style-type: none"> • Staff will receive up to date essential guidance and support in delivering purposeful PESSPA • Updates from DfE/YST • Website reviews and updates to ensure Conditions of Grant are met • Sharing of best practice to support pupil well-being • Safeguarding • Health and Safety updates • Access to Sports plan 	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<ul style="list-style-type: none"> • Children following all latest PESSPA Safe-Practice • Children engaged in more effective, enhanced provision from upskilled staff • Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended • In-school training days from Allison Consultancy taken place • Deadline for PE & Sport Premium Underspend met • Staff aware of and following latest PESSPA Safe-Practice • Discussions with staff and 	<p>Total spend £17,820</p>

<p>Staff CPD Programme</p> <p>Continue to identify key strengths and weaknesses for staff and uplevel by use of Sports coaches</p> <p>Re-visit staff CPD needs and support from PE Lead</p> <ul style="list-style-type: none"> • Staff will need essential guidance and support in delivering purposeful PESSPA • Informal discussions with staff • Discussions to identification of strengths and areas of staff need with regards to training • PE Learning Walks to help identify needs/Staff voice information used to allocate CPD 	<p>All Staff and children</p> <ul style="list-style-type: none"> • Discussions to identification of strengths and areas of staff need with regards to training • Effective subject leadership <p>• Learning walk information will allow PE lead to identify strengths and areas of development for all staff</p>	<p>Key indicator 3: The profile of PE, School Sport & Physical Activity being raised across the school as a tool for whole school improvement</p>	<p>children</p> <ul style="list-style-type: none"> • Enhanced pupil progress and attainment data for PE available • Quality Assurance of planning, teaching and learning and assessment • Assessment scheme is being regularly used <p>Improve the progress and achievement of all children by increasing staff knowledge, skills, understanding and confidence to deliver outstanding PE, School Sport and Physical Activity</p> <p>Primary teachers will become more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, attainment in PE.</p>	
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<ul style="list-style-type: none"> • PE Lead to share any updates that impact on PESSPA provision on an on-going basis with all appropriate staff • Ensure future actions support Physical Activity requirements / recommendations contained in the Department for Education Guidance • Happy Healthy Hearts Pumping school mantra to be displayed in all classrooms • Pupils successes celebrated on display boards in schools <p>Competition -</p> <ul style="list-style-type: none"> • Continue to encourage children to take part in healthy competition both in school and 	<p>Ensure all staff are aware of PE expectations and preparing and delivering safe PE</p> <ul style="list-style-type: none"> • Taking part in a wide variety of competitive sports both within school and against other schools. By planning a range of intra- 	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<ul style="list-style-type: none"> • Staff aware of and following PESSPA Safe-Practice • Identification of strengths and areas of staff need with regards to training • Effective subject leadership • Children engaged in more effective, enhanced provision from upskilled staff • Increased PESSPA opportunities provided by staff <p>Evidence</p> <ul style="list-style-type: none"> • Discussions with staff • Learning walk information • Updates from PE Lead <ul style="list-style-type: none"> • Insight data 	
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<p>inter-competitions. Become involved with the local secondary school programme of events as well as JB coaching events. We are also intending to take part in county competitions when they become available to us.</p> <ul style="list-style-type: none"> • Celebration of school/individual successes on school social media and parents invited to attend annual sportsdays 	<p>school competitions which can be accessed by all groups in school, selecting pupils and teams to take part in local interschool competitions against other schools</p>		<p>information</p> <ul style="list-style-type: none"> • Children will continue to become more resilient and learn teamwork and sportsmanship both in school and out of school. Opportunities will include taking part in inclusive events as well as more competent athletic events when they become available to us. • Increase the number of intra-school competitions and continue to compete in a full range of interschool competitions termly. Encourage children to take part in sport using the RICHER model • Increased self-esteem 	
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<ul style="list-style-type: none"> • Continue to train Y6 Sports Leaders and MDSA to facilitate lunchtime sport sessions/activities for younger pupils • Encourage active play-times, both teacher-led and child initiated • Advocate active travel to increase activity levels before school (as well as reducing road traffic) through assemblies • Continue using 	<ul style="list-style-type: none"> • Lunchtime supervisors teaching staff, coaches - as they need to lead the activity • for the pupils • All staff on daily duty • All children 	<p>Key indicator 2 -The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities • We have regular pupil voice surveys which asks children about clubs and curriculum offers 	
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<p>5-a-day fitness to provide children with a fun way to be active, to provide active breaks across the timetable or to bring focus to groups during lesson time</p> <ul style="list-style-type: none">• Offer a range of different afterschool clubs to all children/year groups• Provide targeted activities or support to involve and encourage the least active children				
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- Enrichment will be offered to targeted pupils

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?	54%	<i>We have taken advantage of the Pool in School initiative coordinated by JB Sports Coaching. They have provided us with qualified swim teachers for a full term which in turn has enabled us to deliver swimming lessons to all years groups this year. We have also been able to offer after school clubs and top-up swim sessions as a result of this facility.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	56%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>54%</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 55%-60% (Nat ave)</p>	<p>Y6 were given six weeks of top-up swimming to further develop their swimming ability</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>No</p>	<p><i>We employ swim teachers alongside our Pool in School facility to deliver our swimming curriculum to the whole school. They have ensured all children learn about water safety.</i></p>

Signed off by:

Head Teacher:	<i>Bradley Jacklin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Johnson</i>
Governor:	
Date:	1 st July 2024