



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
Weekly PE lesson	<p>Every class has one 45-minute slot weekly for their core PE time.</p> <p>SOL are written for all classes and shared (Net/Wall Games, Invasion Games, Tennis, Striking & Fielding)</p> <p>Resources have been purchased to enable students to participate in the timetabled sessions for each half term. This includes adapted resources including specialist equipment that is suited for wheelchairs.</p> <p>☑ Dance props & multi-skills/Badminton for the Autumn terms including a maypole.</p> <p>☑ OAA, Football & Cardiovascular fitness for the spring terms</p> <p>☑ Cricket & Rounders, curling & Athletics for the Summer terms</p>	<p>Purchasing of specialist equipment to support delivery of PE for all pupils. This includes specialist sensory equipment, and adaptations aids to enable pupils from PMLD groups to participate in PE lessons.</p>

<p>Develop children independent bike skills.</p> <p>Develop the outside space, making it an environment which is accessible to all with opportunities to balance, climb and move in a variety of ways.</p> <p>Develop children's self-regulation skills with access to regular sensory circuits with a range of</p>	<p>☑ Swimming for enrichment – every class one hour a week</p> <p>☑ Sensory PE – Staff training to ensure MATP (Motor Activity Training Programme – Special Olympics) is delivered to PMLD cohort (supplied by Lead Inclusion school The Abbey - 31/10/23 & 27/11/23). Body Awareness to waken the senses of students and observe their reactions.</p> <p>Key Indicator 2: Raised profile of sport across school</p> <p>Key Indicator 4: Broader experience of a range of activities</p> <p>X2 member of staff trained by balance ability trainers, course and release time. Balance bike and equipment including safety helmets purchased.</p> <p>Plan out zones of the school outside spaces and purchase equipment which will encourage the children's balance, co-ordination and movement. Including balance bridges, wooden chunky stepping-stones, beams, football nets and wheelchair accessible colored tunnels.</p> <p>Variety of outdoor resources that can be used as part of 'grab bag sensory circuits'</p>	<p>Balance ability sessions ran during lunchtimes and play times and focused teaching sessions completed with children focusing on how to keep safe.</p> <p>Outside spaces are engaging spaces which encourage the children to move in a variety of ways.</p> <p>Sensory circuits are embedded into class</p>
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alerting, organizing and calming activities.	including mini trampolines, balance beams, peanut balls and ball shooters) Time with the OT to plan the grab bags and create how to guides for staff. Training and modelling for staff- time planned with OT to deliver circuits to each class.	routines and the curriculum.
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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><i>Introduce lunchtime sport sessions/activities for pupils.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take part.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Opportunities to be active, increasing opportunities to work and develop muscles in arms and shoulders/ developing co-ordination and ‘crossing the line’ activities. Impact on fine motor and hand and arm strength to further develop handwriting skills.</i></p>	<p><i>£2000 costs for additional coaches to support lunchtime sessions.</i></p>

<p><i>Implementation of Hydrotherapy for pupils at The Bridge</i></p>	<p><i>Swimming instructor 1 day a week along with Manual handling lead to support transfers in and out of hydrotherapy pool.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in delivering hydrotherapy for pupils.</i></p>	<p><i>Swimming instructor more confident to deliver effective hydrotherapy sessions for pupils to further support physical development.</i></p>	<p><i>£8000 to supplement staffing requirements</i></p>
<p><i>Implementation of swimming lessons for pupils at the Bridge</i></p>	<p><i>Swimming instructor 1 day a week to deliver swimming sessions for pupils at The Bridge</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in delivering hydrotherapy for pupils.</i></p>	<p><i>Swimming instructor more confident to deliver swimming sessions for pupils at The Bridge</i></p>	<p><i>£2000 for hire of pool</i></p>
<p><i>Implementation of 2 PE lessons a week for all pupils</i></p>	<p><i>All pupils experience a range of physical education opportunities weekly including physical development sessions for PMLD pupils along with sensory development.</i></p>	<p><i>Key indicator 1: Pupils engage in regular physical activity. Key Indicator 2: Raised profile of sport across school Key Indicator 4: Broader experience of a range of activities</i></p>	<p><i>Physiotherapists develop personalized plans (physio plans) Staff trained by OT to complete specific programs for children, e.g. using positional equipment (standing frames, walkers, wedges) and Hydrotherapy sessions- Occupational Therapist develops class plans for a universal</i></p>	<p><i>£2000 for support of specialist equipment eg hoist</i></p>

<p>Development of OAA activities for pupils. Purchase of specialist equipment to support the delivery of OAA.</p>	<p>Pupils access a range of outdoor activities via OAA</p>	<p>Key indicator 4: Broader experience of a range of activities.</p>	<p><i>approaches in all classes/ individual plans for specific children through access to sensory/ OT circuits. Children are focused and regulated impacting on behavior and access to learning.</i></p> <p><i>Pupils access OAA activities. Forest school lead to support on activities delivered Pupils gain opportunities to practice their skills in real life situations. Giving them the opportunity to generalize their learning and over learn ensuring things are embedded. Children gain a wider knowledge of how to keep themselves safe and develop awareness of different environments, broadening their knowledge of how to</i></p>	<p><i>£2000 to support qualifications</i></p>
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*keep themselves safe
outside.*

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
<p>All pupils participate in 2 PE lessons weekly</p>	<p>The timetable for all pupils is bespoke to include 2 PE sessions weekly that is differentiated to support physical development.</p> <p>Hydrotherapy sessions have been implemented into weekly timetable for pupils in liaison with physiotherapist.</p> <p>Pupils have a range of physical activities to participate in at lunchtime, supported by lunchtime supervisors.</p> <p>Increased student participation in swimming at The Bridge. Pupils working towards national standards of assessment along with</p> <p>Equipment supports the delivery of PE lessons for all abilities.</p> <p>Pupils have regular access to outdoor activities and OAA sessions are planned for pupils at all abilities.</p>	<p>Timetables are monitored by SLT to ensure that 2 sessions of PE remains for pupils weekly. The strategic use of 3 sensory rooms supports pupils physical development.</p> <p>Swimming instructor/Manual handling lead given specific days for the hydrotherapy and swimming sessions. Liaison with physiotherapist bi-weekly to ensure pupils targets are fluid throughout the year.</p> <p>Hiring of local swimming baths to allow lessons for pupils (Wyndley baths). Easy transport /access. Parents are encouraged to support and those wishing to join in the sessions are taken through safeguarding procedures.</p> <p>Regular equipment audits conducted to ensure appropriate equipment is available for PE lessons.</p>

<p>Children access a range of outdoor play equipment, moving freely and safely in a range of ways.</p>	<p>Outdoor equipment supports movement outside and encourages the children to move freely and safely.</p> <p>Fixing the trim trail has impacted on engagement in movement times outside and encouraged the children to climb, jump and balance. This has impacted on the children's gross motor development.</p> <p>A range of accessible equipment has supported children's engagement outside and developed their access to the school groups.</p>	<p>Reduction in behavior incidents during free play (first aid trawl). Increased engagement during lunch and break focused play sessions with staff- this is evident through learning walks.</p> <p>Lunchtime staff received play training as part of the FET conference training day- how to play and engage in play outside.</p> <p>PE and gymnastics sessions/ orienteering sessions taught outside, enabling children to generalize and practice PE in different environments.</p> <p>Regular equipment audits are conducted to ensure equipment is safe.</p>
<p>Specific children have been targeted to develop their independence when moving around using their wheelchairs to self-propel (Whizz Kids)</p>	<p>Training received from Whizz kids trainer, delivered jointly with school manual handling leads.</p> <p>Sessions delivered to target children looking at how to self-propel and move safely.</p> <p>Class risk assessments updated and PIP plans.</p>	<p>Children's independence skills have developed.</p> <p>Children moving freely around their classrooms and school environment.</p>

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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?	0 %	<i>Due to the physical needs of our pupils , we have focused on safety in the water. We have managed to obtain a regular booking slot with our nearest swimming pool and have provisionally booked this slot for 2024/25 academic year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0 %	<i>Due to the physical needs of pupils, the ability to use a range of strokes effectively is very challenging both physically and mentally.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0 %</p>	<p><i>As above</i></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>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>	

Signed off by:

Head Teacher:	<i>Andrew Seager</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Andrew Seager</i>
Governor:	<i>Paul Roberts</i>
Date:	23/06/2024