



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 encourage 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
Use of Sport Coach to inspire and develop the pedagogical skills of our staff and build capacity and expertise within the school, strengthening the longer-term delivery of PE at Greenside.	The quality of sporting provision improved PE lessons, especially those led by the PE coaches, with experiences that had greater accuracy in targeting key skills and techniques. Greenside teaching staff, support staff and pupils are now starting to articulate skills better, and staff are highlighting what they need to move forward for their teaching to improve, as well as pupils having more awareness of their targets. Moving forward, it is important now that all Greenside staff increase their confidence and ability to teach PE and master new skills and techniques across a broader range of sports, to be able to set up more independent PE experiences that build on these principles.	£8000

<p>Increase the opportunities for pupils to take part in competitive PE.</p>	<p>Pupils had more opportunities to take part in competitive PE throughout the year. Greenside competed in local tournaments and competitions, such as the Mayor's Cup within the local borough, as well as partner school Griffin. Classes engaged in a competition at the end of each half term through either the LA, local schools, Griffin or TEFAT schools. Opportunities were made to engage KS1 in competition as the LA offering usually omits KS1. A 'training camp' was organised, and this showed an increased engagement and motivation from pupils to ensure there was an equal chance of selection to represent the school team. The digital platform of virtual competitions was also explored and linked Greenside to other schools across Griffin and TEFAT with a focus on more diverse sporting opportunities.</p>	<p>£2000</p>
<p>Develop a healthy eating programme through our SMSC/ RHE programme and nature projects by ensuring that healthy eating is an integrated part of our curriculum model.</p>	<p>A healthy eating programme was developed at the school. Pupils were involved in nature projects, and baking bread and had good involvement with the school lunch process. Meals were also provided to the local community, and those in need, such as the homeless and elderly. All of these opportunities meant pupils had greater knowledge of the food journey as well as helping our community.</p>	<p>£1500</p>
<p>Support pupils to access sports outside of the main school day.</p>	<p>Sports Clubs offered for pupils from years 3 - 6.</p>	<p>£2000</p>

Assess and track pupils progress and attainment in PE.	Pupils progress and attainment in PE was tracked digitally. Pupils were able to review their learning and compare their performances with previous ones and demonstrate improvement to achieve their personal best.	£1000
Promote engagement in and through dance.	A ballet teacher from the Royal Ballet School worked with year 2, 7 days across the summer term. The teacher worked with a group of 10 boys in a single gender group, and a group of 10 PP pupils across Greenside as well as a group of 10 engaged ballet dancers. pupils felt greater positivity when performing. Several PP pupils were targeted to improve attendance through the classes.	£1600

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
<i>To implement new PE scheme - Get Set 4 PE</i>	<i>Pupils, teaching staff</i>	<i>Key indicators 1, 2, 3, 4. For all teaching staff to teach with confidence, joy and consistency, we need a consistent teaching plan to guide, adapt and interpret to teach with greater confidence and with more breadth.</i>	<i>All pupils access at least 2 hours of PE a week, in two separate sessions to ensure focus and quality. The desired impact is that within this, pupils are being taught a broad range of skills, techniques, and sports throughout the year to develop physical development across all areas and ensure greater confidence in utilising skills taught. Staff feel confident delivering sessions, ensuring higher teaching quality.</i>	<i>£550 for Get Set for PE subscription.</i>

<p><i>To buy new PE resources so that we can facilitate and support teaching across the school.</i></p>	<p><i>Teaching staff, lunchtime supervisors and pupils.</i></p>	<p><i>Key indicators 1, 2, 3 and 4. For engagement and motivation to increase in PE for our pupils, and for the overall quality of teaching to improve, as well as a greater range of sports to be taught, resources need to be ordered for teaching to be facilitated across all areas of the PE curriculum, supporting pupils to develop a wide range of techniques and skills. We have ordered a range of resources from larger equipment such as gymnastics agility tables and benches, to hockey sets, and golf, as well as tennis equipment. We have also invested in resources to support fundamentals such as agility ladders and beanbags.</i></p>	<p><i>The desired impacts include more pupils meeting their daily physical activity goal, and more pupils feeling encouraged to take part in PE and Sport Activities across the day.</i></p>	<p><i>£8100.00</i></p>
<p><i>Introduce a greater range of lunchtime sports sessions/activities for pupils. Initially led by staff, before being supported</i></p>	<p><i>Lunchtime supervisors/teaching staff, coaches - pupils will need to be trained and given sufficient support to begin leading their activities. Pupils – as they will take part and</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</i></p>	<p><i>The desired impacts include more pupils meeting their daily physical activity goal, and more pupils feeling encouraged to take part in PE and Sport</i></p>	

<p><i>and led by sports leaders (year 6).</i></p>	<p><i>eventually lead.</i></p>	<p><i>physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experiences of a range of sports in a competitive space, inspiring and engaging all pupils to strive for success.</i></p>	<p><i>Activities across the day.</i></p>	
<p><i>Increase presence in local tournaments.</i></p> <p><i>Use of Sport Coach to inspire and develop the pedagogical skills of our staff and build</i></p>	<p><i>Pupils and the wider community of the school.</i></p> <p><i>Teaching staff, lunchtime supervisors and pupils.</i></p>	<p><i>Key indicators 1, 2, 3 and 4. For engagement and motivation to increase in PE for our pupils, and for the overall quality of teaching to improve, as well as a greater range of sports to be taught, high quality, specialist coaching supports high-quality teaching to be facilitated across all areas of the PE curriculum, supporting pupils to develop a wide range of techniques and skills.</i></p>	<p><i>The desired impact is that pupils will feel pride in representing the school. Within PE, pupils will be motivated to succeed, knowing tournaments will be an event to work towards, and strive to be a part of. Greenside will have a greater presence within the greater schools community, increasing sports presence.</i></p> <p><i>The desired impact is that the quality of sporting provision improved PE lessons,</i></p>	<p><i>£1100.00</i></p> <p><i>£7250.00.</i></p>

<p><i>capacity and expertise within the school, strengthening the longer-term delivery of PE at Greenside.</i></p>			<p>especially those led by the experienced PE coach, with experiences that had greater accuracy in targeting key skills and techniques. Greenside teaching staff, support staff and pupils are now starting to articulate skills better, and staff are highlighting what they need to move forward for their teaching to improve, as well as pupils having more awareness of their targets. Moving forward, it is important now that all Greenside staff increase their confidence and ability to teach PE and master new skills and techniques across a broader range of sports, to be able to set up more independent PE experiences that build on these principles.</p>	<p><i>Total Budget to spend: 17, 000</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
<p>All students are accessing a broad and balanced PE curriculum, 2+ hours a week, supported by embedding the Get Set for PE scheme and mentoring by PE lead and Sports Coach.</p> <p>Ensuring that all students have access to a broad and balanced Physical Education (PE) curriculum is essential for their physical, mental, and social development.</p>	<p>Students are making excellent progress in their physical education, demonstrating a deeper range of skills and a higher appreciation for PE. Students are acquiring a broader range of physical skills, which indicates effective teaching methods and engagement in diverse activities.</p> <p>Enhanced skills in areas such as coordination, balance, strength, agility, and endurance are apparent. Students are recognising the benefits of physical activity for their overall well-being. There is a greater enthusiasm and participation in PE classes and related extracurricular activities.</p>	<p>This approach will continue to be embedded next year, building on what we have built so far. As students become more proficient in various physical activities, their confidence and self-esteem are likely to increase.</p>
<p>Introduction of PE Theory</p>	<p>This has enabled students to have a much better understanding of the impact and benefits of physical activity on their overall physical health and well-being. They have also developed a greater understanding of the skills you need to improve and succeed in different sports.</p>	<p>PE Theory will continue to be taught next year.</p>
<p>New PE resources to enable teachers to be able to teach PE with greater proficiency.</p>	<p>Lessons are taught to a much higher level, and different sports can be explored and taught that could not be before.</p>	<p>Next year, we can upscale our athletics and gymnastics resources.</p>

<p>Increased presence in local tournaments</p>	<p>This has been a huge success. Students are much more motivated in PE, as they want to represent us at competitions and tournaments. We have reached many quarter-finals across different sporting competitions, the boys made third place in a local football league, and we have also reached a couple of semi-finals, as well as a final for dodgeball, and medalling at the gymnastics competitions, and this has boosted students' confidence and pride, and has made them proud to represent Greenside.</p>	<p>Continue to take part in local tournaments, and competitions as well as the Mayor's Cup Football League. Participating in local tournaments, competitions, and the Mayor's Cup Football League is a great way to enhance football skills, gain valuable experience, and foster community engagement.</p>
<p>Use of sports coach to inspire students and develop pedagogical skills in PE.</p>	<p>The support provided has enabled staff to develop their ability to teach PE, boosting their confidence and approach towards a varied PE curriculum. As a result, students have built a great relationship with the sports coach and respect his teachings, leading to a more enhanced skill set.</p>	<p>We are exploring the best model for coaching next year and considering the implementation of sports coaching during lunch breaks. We are currently examining various approaches to determine the most effective way to make this happen.</p>
<p>Sports Leaders During Lunch Breaks</p>	<p>This has inspired students to participate in various sports during lunch breaks. The next steps to refine this further include implementing the playground markings we have fundraised for and exploring the potential for sports coaching provision during lunch times.</p>	<p>New playground markings will be painted this summer, and we are exploring the best model for coaching next year and considering the implementation of sports coaching during lunch breaks. We are currently examining various approaches to determine the most effective way to make this happen.</p>

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?	96%	<i>Out of 22 students, 21 can swim at least 25 meters. More than 50% of the class can swim 50 meters. The one student who could not swim this distance received support throughout the sessions. Before the swimming lessons, this child had never been swimming before. By the end of the process, this child became much more comfortable in the water, can now swim a few meters independently, and is at ease being in the water.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	<i>Five students have not met the target of swimming 50 meters. However, four of these five students can swim breaststroke for 25 meters, which is impressive considering they had no prior swimming experience. They have made excellent progress. The rest of the class can swim all styles comfortably.</i>

<p><i>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</i></p>	<p>78%</p>	<p><i>The five students who have not met the target have been working in a smaller pool to perfect and strengthen their basic swimming skills. This focused approach has been effective, although it has meant they have not been able to meet the target yet.</i></p>
<p><i>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?</i></p>	<p><i>No - but year 6 have had swimming five out of the six schools terms this year.</i></p>	<p><i>We are not below the national expectattion.</i></p>
<p><i>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</i></p>	<p><i>No - please see comments to the right.</i></p>	<p><i>The swimming centre has a well-organised system in place for both the students and the quality of instruction they receive. Here's a breakdown of how things are set up:</i></p> <ul style="list-style-type: none"> - <i>Students are taught by fully trained swimming instructors at the swimming centre. The swimming centre employs fully trained and qualified instructors to teach swimming lessons, ensuring that students receive high-quality instruction and adhere to best practices in swimming education.</i> - <i>Adults from school are there to ensure students safely arrive at the centre and are</i>

		<p><i>supervised, including a first aider. Adults from the school are responsible for safely transporting the students to and from the swimming centre. They also oversee the students during their time at the centre, providing an additional layer of supervision to ensure safety.</i></p> <ul style="list-style-type: none">- <i>FS has regularly observed the Year 5 swimming lessons and has verified the quality of instruction through these observations. This means that FS monitors and assesses the effectiveness and standards of the swimming lessons to ensure they meet the required educational and safety standards.</i>
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Signed off by:

Head Teacher:	<i>Philippa Saving</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Felicity Self</i>
Governor:	<i>Jem Shuttleworth</i>
Date:	<i>September 2024</i>