



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
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- Provide a well-balanced, planned and sequenced programme of sport.
- Encourage children to be active during break, lunch and outside of school not just in PE sessions.
- Focus on gross motor skills of EYFS, KS1 and LKS2.
- To encourage participation in after school sports clubs.

- Children learnt skills and applied them to 2 different sports each half term.
- Pupil voice survey completed in the summer term (2023) showed that 75% of children recognise that they revisit and learn new skills.
- 25% of children in Year 3 and 59% in Year 5 could swim competently, confidently and proficiently over a distance of at least 25 meters in 2022-23.
- PE Data for 2022-23 academic year, Year 1- Year 6 review;
Working Below: 3%
Working Towards: 10%
Expected: 67%
Greater Depth: 20%
- 67% of the school children across the academic year 2022-2023 were recording their physical activity on MiMove, including how they felt when completing the activity.
- Whole school MiMove display in the Spring term of 2023 reflected, encouraged and celebrated photos of children being physically active children across a range of activities.
- Physical activity levels and achievements were celebrated

- How do we help the 13% of children across the school that did not meet the expected standard or above through targeted gross motor skills club and further physical activity at breaks and lunchtimes?
- Swimming focus in 2023-24 with 2-year groups participating as we continue to invest in swimming because it is an important skill. Consider impact of swimming on children using qualitative data as well as quantitative through pupil voice.
- The remaining 41% of children in year 5 will be reassessed and form a group for the Year 6 catch-up programme.
- Relaunch MiMove at the beginning of the next academic year with classes given slots to log on and promote the use of MiMove. Those children who are already frequently logging on and school council to encourage others.
- Consider a targeted way to support those who are least active.
- Consider targeted activities to

through weekly class and whole school assemblies.

- Children were given house points weekly and certificates half termly to celebrate their physical activity levels.
- Informal discussions with staff shared that children looked forward to weekly lunch sessions of basketball, football, using hula hoops and tennis balls.
- Following a walk to school assembly, children shared that the scooter racks encouraged active travel to and from school as well as safe storage. Many of them now scooter to school instead of walking or sometimes driving.
- Staff had observed that children chose to run on the track at break, lunch and lesson times. Track was used to provide a larger play area in the winter and on days we couldn't use the field.
- Trim trail was used to increase balance, understand safe risk and to encourage activity at break and lunch.
- Pupil voice survey carried out in the summer term 2023 showed that 75%

improve areas with less progress, such as their ability to bounce a ball, in the next intervention programme.

- Consider reasons for clubs with lower levels of participation. For example, review other clubs (non-sport) and when they are held. Rugby club to launch in the Autumn term.

of children participate in clubs outside of school such as karate, football, swimming, dance, horse riding, gymnastics, tennis and taekwondo.

- Gross motor skill improvement in EYFS, KS1 and LKS2 - ***see data presented in a table on page 12***. Improvement shown across most skills by most children.
- School council collected data from classes about which sports clubs they would like to participate in. The clubs are then organised to match the children's preferences, where possible, and encourage participation.
- 1:1 TA's encouraged participation in Physical Education, Physical Activity and School Sport. This was observed by the PE Lead in PE lesson observations, active break and lunchtimes and inter-house competitions.
- Range of clubs offered mean 64% of children took part in a minimum of 1 sports club this year.

	Number of children attending at least one club	Number of Pupil Premium attending club	Number of SEND attending a club
R	18	1	0
Y1	19	3	1
Y2	19	4	2
Y3	24	6	3
Y4	21	2	4
Y5	23	4	3
Y6	11	3	2
	135	23	15

- Celebrate world events in assemblies for the whole school.
- Enrichment days/sporting stars to visit to promote and improve skills in sports.
- Importance of a healthy life style taught via PE, PSHCE and Science.
- Children encouraged to try new sports and given the opportunity to be physically active at lunch and break.
- Daily Mile running sessions to improve whole school fitness levels, timetabled by teachers and monitored by subject leader.

- Children brought in trophies, belts and medals to share in assembly and talk about sport they participate in outside of school.
- Assemblies helped children to have a wider knowledge of other sports they may wish to try.
- Through informal feedback form teachers, children shared that they were beginning to understand the importance of working towards a goal and breaking it into small steps, like the athletes did. Some children are referring to the athletes when showing resilience.
- Athletes and assembly stories helped children to understand we can learn from our failures and that resilience is important.
- Each class got the opportunity to complete freestyle football skills and 36 KS2 children participated in a workshop after school.
- Walking to school was encouraged and being physically active through Walk to School Week, PSHCE, Science and PE lessons. Another scooter rack was purchased due to the number of children using active travel to and from school. Parent letters were

- Continue to celebrate world events across the whole school.
- Continue and increase the offer of enrichments days/sporting stars visiting school in the next academic year.
- See if there's any opportunities for additional trips for year groups linked to PESSPA.
- To continue to focus on living a healthy lifestyle.
- To continue to run the daily mile and have equal opportunities to access active play equipment.

shared during walk to school week to promote the event and suggest ways of keeping Physically Active.

- Pupil voice survey carried out in the summer term 2023 using a sample of children from each year group showed;
 - Children understand the impact that PE has on a healthy lifestyle and its importance. Responses include; manage weight, strengthening your body, increase in heart rate and energy levels, and improve lung function.
 - Children's confidence is supported by feedback from coaches, both to help improve and identify strengths.
 - 78% of children used the track during break and lunchtimes.
 - 96% of children used the equipment to help keep them active.
- Three classes had the opportunity to access active play equipment each lunchtime, in addition to access to the daily mile track.

<ul style="list-style-type: none"> ● Upskilled staff with training in the delivery of swimming lessons by specialist, inhouse swimming instructor. ● Many teachers observed specialist dance lessons and, Teaching Assistants observed and supported PE lessons and clubs. ● Teachers ran after school clubs. ● EYFS teachers attended Physical Activity in EYFS and KS1 Every Child a Mover course. ● Release time provided to subject leader to co-ordinate and monitor PE. 	<ul style="list-style-type: none"> ● Following informal discussions; <ul style="list-style-type: none"> - TA and teachers felt more confident when assisting the delivery for swimming lessons. - Teachers felt confident to deliver inter-house competitions and support the running of sports day. - Teachers felt confident to deliver their club and support different children with learning skills, most staff have additional training or expertise in the clubs they run. - Children said that they enjoyed participating in the new yoga club. This benefitted the children’s mental wellbeing. - CPD forms suggest that EYFS staff feel more confident in the delivery of PE, especially dance and developing other movement skills. ● P.E lead knowledge was kept up to date to benefit the school. ● Sports premium spending monitored termly by subject leader. ● Children participated in extra activities and whole school events. 	<ul style="list-style-type: none"> ● Continue to look into areas where teachers do not feel confident and focus on training on those areas. ● Offer additional training for teachers that teach PE in the next academic year, particularly those in new year groups. ● Webinar scheduled for TA’s on the September 2023 teaching training day. ‘Strategies to Support PE Lessons with Confidence’. ● Provide training for teachers in new year groups, delivering PE or supporting Fine Motor Skill development of children (EYFS).
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<ul style="list-style-type: none"> • Children learnt skills that will support them in playing a wide range of sports. • Offered additional opportunities outside of school to participate in other sports. • Opportunities to compete, within class, school and in tournaments. 	<ul style="list-style-type: none"> • Children enjoyed the opportunity to further participate by choosing to join in with sport in afterschool and lunch sessions. • Children shared taught football skills at home and uploaded images and recordings onto the MiMove physical activity app. • Children had more understanding of how to stay safe when cycling and were given certificates for their achievements. • Increased number of children watching professional football matches due to tickets provided by Peterborough United Football Club. • Pupil voice survey from summer 2023 shows that; <ul style="list-style-type: none"> -children enjoyed participating in the inter-house competitions. -children enjoyed competing in competitions against other schools and would like to participate in more competitions outside of school. 	<ul style="list-style-type: none"> • Look into opportunities for sporting challenges outside of school and link to a school trip. E.g. Canoeing, climbing etc. • Continue to offer a range of clubs. • Year 6 residential to focus on a wide range of sports. • Focus on more competition next year against other schools, both host and attend competitions. • We have signed up for School Games Leagues 2023/24 within the School Sports Partnership (SSP).
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Pre-Assessment of Gross Motor Skills Club

	EYFS			Year 1			Year 2			Year 3		
	Pupil A	Pupil B	Pupil C*	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H	Pupil I	Pupil J	Pupil K	Pupil L
Throw underarm	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Throw overarm	N	Y	Y	N	Y	Y	Y	Y	Y	N	Y	Y
Bounce a ball	N	N	N	N	N	N	N	Y	N	N	Y	Y
Throw with accuracy	Y	Y	Y	Y	N	N	N	N	Y	N	Y	Y
Catch a ball	Y	Y	N	Y	N	Y	N	N	N	N	Y	Y
Around the cones with football and back. How many times in a minute?	N - 0	Y-1	N-0	N-0	N-0	Y-1	Y-2	Y-6	Y-5	N-0	N-0	Y-2
Skip along the floor	Y	Y	Y	Y	N	N	N	N	Y	N	Y	Y
Length of jump	59CM	64CM	65CM	66CM	66CM	74CM	84CM	92CM	63CM	60CM	114CM	109CM
Pass a ball	Y	Y	N	Y	N	N	Y	Y	Y	N	Y	Y

Post-Assessment of Gross Motor Skills Club

	EYFS			Year 1			Year 2			Year 3		
	Pupil A	Pupil B	Pupil C*	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H	Pupil I	Pupil J	Pupil K	Pupil L
Throw underarm	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Throw overarm	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Bounce a ball	Y	Y	Y	N	N	N	N	Y	Y	N	Y	Y
Throw with accuracy	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Catch a ball	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Around the cones with football and back. How many times in a minute?	Y-4	Y-3	Y-2	Y-2	Y-3	Y-1	Y-3	Y-5	Y-5	Y-1	Y-3	Y-5
Skip along the floor	Y	Y	N	Y	N	Y	N	N	Y	Y	Y	Y
Length of jump	83cm	109cm	79cm	58cm	83cm	82cm	97cm	125cm	72cm	70cm	107cm	102cm
Pass a ball	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

*Pupil C replaced by another child during club.

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
Provide a well-balanced, planned and sequenced programme of sport, including additional swimming sessions and dance for all year groups.	PE Lead, specialist swimming instructor and dance coach.	Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.	Children learn skills and apply them to 2 different sports each half term. They have the opportunity to revisit and learn new skills.	<p>£1500 cost of swimming for one year group (inc. travel). £1155.00 cost of swimming (inc. travel).</p> <p>£1300 whole school dance lessons. £1800.00 whole school dance lessons.</p>

<p>Encourage children to be active during break, lunch and outside of school not just in PE sessions.</p>	<p>Lunchtime supervisors and sports coaches.</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£3000 lunchtime supervisor. £2865.29 active play lunchtime supervisor.</p> <p>£4000 equipment for clubs, active breaktimes and active travel to and from school. £5876.92 equipment for clubs and active breaktimes and active travel to and from school</p>
<p>Encourage participation in after school sports clubs.</p>	<p>PE Lead.</p> <p>School council - gained pupil voice to understand preferences regarding clubs.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Physical activity levels and achievements are celebrated through weekly class and whole school.</p> <p>School council collects data from classes about which sports clubs they would like to participate in. The clubs are organised to match the children’s preferences, where</p>	<p>£800.00 after school dance club. £760.00 after school dance club.</p> <p>£3500 after school and lunchtime clubs. £3205.00 after school and lunchtime clubs.</p>

			<p>possible, and encourage participation.</p> <p>1:1 TA's encourage participation in Physical Activity.</p> <p>Range of clubs on offer should encourage children to participate in a minimum of 1 sports club across the year.</p>	
<p>Focus on gross motor skills of EYFS, KS1 and LKS2.</p>	<p>PE Lead, teaching staff and coaches.</p> <p>Select pupils – as they will take part.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p>	<p>Improve Gross motor skill in EYFS, KS1 and LKS2 across most skills, based off data last year children need to improve their ability to bounce a ball.</p>	

<p>Celebrate world events in assemblies for the whole school.</p>	<p>PE Lead and Senior Leadership Team.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Children bring in trophies, belts and medals to share in assembly and talk about sport they participate in outside of school. Assemblies help children to have a wider knowledge of other sports and events they may wish to become involved in.</p>	
<p>Enrichment days/sporting stars to visit to promote and improve skills in sports.</p>	<p>PE Lead. Pupils – as they will take part.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Provide children with an opportunity to try a different sport. Trampolining noticeably inclusive for SEND children. Many children wanted to participate regularly in this activity and develop new skills.</p>	<p>£3000 (aim for termly enrichment) to cover cost of provider. £1908.00 Boogie Bounce, trampoline enrichment days. £995.00 Ninja Warrior enrichment day.</p>

<p>Encourage children to try new sports and given the opportunity to be physically active at lunch and break. Improve whole school fitness levels.</p>	<p>Lunchtime supervisors. PE lead. Pupils – as they will take part.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Three classes have the opportunity to access active play equipment each lunchtime, in addition to whole school access to the running track.</p>	<p>MiMove renew use of app £295 for children to record details of all their physical activity.</p>
<p>Teachers and qualified support staff to ran after school clubs.</p>	<p>Teachers and support staff.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Teachers and qualified support staff to feel confident to deliver their club and support different children with learning skills. Offer more clubs to children.</p>	<p>£200 for clubs in the Autumn term. £169.92 for clubs in the Autumn term.</p>

<p>Upskill new staff with training in the delivery of swimming lessons by specialist swimming coach.</p>	<p>New teachers and swimming coach. Pupils participating in catch-up swimming.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>TA and new teachers to feel more confident when assisting the delivery for swimming lessons and able to use these skills in future years.</p>	<p>£508.00 catch up swimming for Year 6 travel cost.</p>
<p>Provide CPD for staff delivering PE and support staff.</p>	<p>PE Lead, teaching staff, lunchtime supervisor and support staff.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Teachers who teach PE and TA's who support children in PE increase in confidence, knowledge and skills levels. Lunchtime supervisor to feel increase in confidence, knowledge and skills level to provide opportunities for children to be</p>	<p>£1500 class cover for CPD and release. £1,297.66 class cover for CPD and release. £613.00 cost of CPD.</p>

Release time to co-ordinate and monitor PE.	PE lead, SLT and Supply Teachers.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	active at break and lunchtimes. Subject leader knowledge kept up to date to benefit the school with sports premium spending monitored.	
Offer additional opportunities outside of school to participate in other sports.	PE Lead - as they will organise opportunities. Pupils – as they will take part.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Children to enjoy the opportunity to further participate by choosing to join in with sport in afterschool and lunch sessions. Children to share images and recordings onto the MiMove physical activity app of them participating in sports outside school.	£1000 for transport to events. £1270.66 for transport to events. £279.77 for additional hours of staffing.

<p>Children learn skills that will support them in playing a wide range of sports.</p>	<p>PE Lead – organises long term plan. Teaching staff and coaches that deliver.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children to have more understanding of how to stay safe when cycling and achieved certificates for their achievements. Children to enjoy participating in the inter-house competitions. Children to enjoy competing in competitions against other schools. Inspires all pupils to succeed and excel in competitive sport and builds character and help to embed values such as fairness and respect.</p>	
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<p>Opportunities to compete, within class, school and in tournaments.</p>	<p>PE Lead, Teaching Staff and Coaches, School Games Officer - as they will coordinate, officiate and support the running of competitions.</p> <p>Pupils – as they will take part.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>		
				<p>£22,999.22 (26.06.24)</p> <p>£20,667 predicted spend (inc carry over funds from 22-23).</p> <p>To spend £22,997.27. £17,812.00 allocated funding 23/24. £5185.27 carried over from 22/23.</p>

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>Enrichment days/sporting stars to visit to promote and improve skills in sports.</p> <ul style="list-style-type: none"> - Bougie Bounce (Trampoline Fitness Programme). - Ninja Warrior. 	<p>Each class got the opportunity to complete trampolining fitness skills and circuit sessions which developed a range of different skills applied in 'Ninja Warrior'. These were new experiences and sports for many children. The Ninja Warrior was held during Children's Mental Health Week.</p>	<p>Consider alternative enrichment day opportunities for the next academic year.</p>
<p>Opportunities to compete, within class, school and in tournaments.</p> <ul style="list-style-type: none"> - Mixed Football League. - Friendlies with local schools, both football and rugby. - Inter-house competitions. - Sports Day. 	<p>All children that participated and regularly attended the mixed football club and rugby club got the opportunity to play in at least one out of five tournament fixtures against other schools. Children to enjoyed participating in the inter-house competitions. And competing in competitions against other schools. Inspires all pupils to succeed and excel in competitive sport and built character and helped to embed values such as fairness and respect.</p>	<p>Mixed Football League successful for inclusivity but not competition outcome. Rugby was successful for inclusivity and competition outcomes.</p> <p>Year groups had 2 inter house competitions in key stages, representing their house, in a variety of sports. Observations and informal discussions with staff showed that children demonstrated sportspersonship and healthy competition.</p> <p>Sports Day allowed children to run track events in front of their parents and field events ran by year 6 as sports leaders. The teachers placed children into groups of similar ability to provide the children with equal opportunity. All participants gained points for their houses.</p>

Encourage participation in after school sports club ran by sports coaches, teaching staff and support staff.

	Number of children attending at least one sports club	Number of pupil premium attending	Number of SEND
EYFS	8	0	0
Year 1	23	3	1
Year 2	12	0	2
Year 3	18	4	4
Year 4	24	3	3
Year 5	27	3	4
Year 6	21	4	3
Total 2023-2024	133	17	17
Total 2022-2023	135	23	15
	-2	-6	+2

Clubs have supported the social development of children by developing the necessary skills to work in teams or pairs, as the majority of activities are based around team games or creating sequences in groups, co-operation with others is paramount to success. 1:1 TA's encourage participation in PE, PA and SS. Range of clubs on offer should encourage children to participate in a minimum of 1 sports club across the year.

Club attendance was similar to 2022-2023 academic year with a slight increase in SEND participation. Consider how football club will run next year to reflect a balance competition and inclusivity. Consider access of a range of club and how attendance can be maintained and improved, especially for pupil premium children. Continue to use pupil voice to maintain interests in clubs.

<p>Focus on gross motor skills of EYFS, KS1 and LKS2.</p>	<p>This supports the Early Learning Goal of Physical Development, specifically Gross Motor Skills. It also supports all children to master basic movements. See pre and post intervention results in table. End of academic year attainment for children that attended the Gross Motor Skills intervention; 50% WTS 50% EXS</p>	<p>Most children improved their length of jump and skipping. The 50% of children that attended the Gross Motor Skills intervention that did not meet the expected standard to be invited again next year. Consider other children, including the new reception cohort, that would benefit most from this intervention.</p>
<p>Whole school dance lessons taught by a specialist dance teacher alongside 2 core hours of PE for half a term. EYFS received this across a whole term.</p>	<p>Supports children to perform dances using simple movement patterns (KS1) and perform dances using a range of movement patterns (KS2). Also, supporting spiritual development through being creative, expressing feelings and emotions in their performances. Also supporting cultural development by giving children the opportunity to explore dances from different traditions and cultures. Year 5/6 parents had the opportunity to witness the impact of dance club by attending the final club session in which the children put on a performance. They had been working towards this throughout the dance club sessions.</p>	<p>Informal discussions with teaching assistants and dance coach showed enjoyment and interest for dance across the school. As well as an improvement in simple movement patterns and range of movement. The parents and teacher attending the Year 5/6 dance performance enjoyed the opportunity to see their child develop their range of movement and perform to an audience.</p>

<p>Parent letter and excel tracking document available for children that are unable to participate in PE.</p>	<p>Allows non-participation to be monitored effectively and any issues to be addressed promptly. Setting expectations and supporting parents and children with participating in PE.</p>	<p>Tracking document for non-participation to continue into the next academic year and to be monitor fortnightly by the PE Lead. Letters to parents to continue to be sent for those that did not participate in a PE lesson.</p>
<p>Release time to co-ordinate and monitor PE.</p>	<p>P.E lead knowledge is kept up to date to benefit the school. Sports premium spending monitored. Extra activities, fixture clubs and enrichment planned.</p>	<p>Continued release time to keep PE Lead knowledge up to date, including training for the new digital report, monitoring and time to organise additional activities.</p>
<p>Celebrate world events in assemblies for the whole school.</p>	<p>Children continue to bring in trophies, belts and medals to share in assembly and talk about sport they participate in outside of school. Assemblies help children to have a wider knowledge of other sports they may wish to try, such as events in the Euro's, Olympics, Walk to School Week, Rugby World Club, etc.</p>	<p>Continue to share and celebrate achievements. Continue to share world events and sports in assemblies, including ones that have not been covered.</p>

<p>Encourage children to be active during break, lunch and outside of school not just in PE sessions.</p> <p>The whole school participated in a 'fun run' in the lead up to the Olympics and completed a sweep stake for the European football competition.</p>	<p>Updated rota for lunchtime active play as we have introduced another set of basketball nets which allowed four year groups to be active each lunchtime on a rota basis (equal opportunities). Children are continuing to use the trim trail and daily mile track. New equipment purchased as a result of discussions with school council to increase interest in active play times.</p> <p>Increased engagement in running and football as well as the cross curricular links to follow a nation in the European championships.</p>	<p>Informal discussions with school council, lunchtime supervisors and observations show that children are being more active at playtimes due to the new equipment.</p>
<p>MiMove app used to track, encourage and celebrate physical activity and kept in close contact with the company directors to support physical activity in school.</p> <p>Encourage children to try new sports and given the opportunity to be physically active at lunch and break.</p> <p>Improve whole school fitness levels.</p>	<p>95% of children in the school have logged onto MiMove atleast once during this academic year. MiMove engaged within school and celebrated weekly in class and whole school assemblies. This allows children to record physical activity. Mystery class celebrates top five children at random within a class each week with a certificate and top 2 most active weekly get a house point. Teachers monitor in class with the children and review in further detail.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport activities.</p> <p>Three classes have the opportunity to access</p>	<p>Continue to celebrate children being active and promote the 60-minute guideline of physical activity per day through MiMove and active playtimes. Put in place the system in which one log in is used for all online applications in school to see if this increases the use of MiMove.</p>

	active play equipment each lunchtime, in addition to whole school access to the running track.	
Sensory circuits ran for children with sensory needs.	Staff have noticed that children are able to regulate and organise their senses in order to achieve their optimum level of alertness required for effective learning in PE and other areas of the curriculum. This also supports the development of motor skills.	Sensory circuits to continue. Teachers to liaise with SENCO about any other children that may also benefit, including any children the new reception cohort.
CPD offered to subject lead, teaching staff and support staff. <ul style="list-style-type: none"> - Attended PE subject leader network meeting, CPD. - EYFS teachers attended Physical Activity in EYFS and KS1 – Every Child a Mover CPD. - TA's: Strategies to Support PE Lessons (National College Webinar) 	Subject leader kept up to date with statutory information and key updates. Networking allows sharing feedback with other schools to help improve practice and curriculum. EYFS teachers feel more prepared and confident to deliver PE lessons to EYFS. Both teachers to deliver PE in the Summer term. Teachers who teach PE and TA's who support children in PE increase in confidence, knowledge and skills levels. Lunchtime supervisor to feel increase in confidence, knowledge and skills level to provide opportunities for children to be active at break and lunchtimes.	Continue to liaise with local authority advisor for any CPD and subject leader to monitor online courses that may benefit staff. Subject leader to attend CPD in relation to the new online reporting tool for the PE and Sports Premium Budget 24-25.
Skill progression for PE reviewed and shared with teachers and coaches on a termly basis, supporting a broad, balanced and progressive curriculum meeting our children's needs.	Adapted and updated to ensure it is broad, balanced and progressive. Assessment objectives updated and reduced to reflect skills learnt within each unit. PE Data for 2023-24 academic year, Year 1- Year 6 review;	The 5 children that did not meet the expected standard in Years 1 and 2 should be considered to participate in the Gross Motor Skills intervention or Sensory Circuits depending on individual needs. Consider targeted methods to support the remaining

	<p>Working Below: 6%</p> <p>Working Towards: 14%</p> <p>Expected: 69%</p> <p>Greater Depth: 15%</p>	children that did not meet the expected standard.
Observations carried out of a sample of KS1 and KS2 PE lessons.	<p>More equipment ordered to increase access and participation in PE lessons. From sample observed: KS1 – 100% of class participating in PE. KS2 – 94% of class participating in PE. Discussion with KS2 staff in observed class about non-participation, due to earrings. Letters continued to be sent home and reasons recorded electronically.</p>	Subject leader to discuss more opportunities to observe and monitor in the next academic year. Continue to liaise with sports coach regarding equipment access and replacement.
Upskill new staff with training in the delivery of swimming lessons by specialist swimming coach.	As a result of informal discussions, TA and teachers felt more confident when assisting the delivery for swimming lessons.	Year 3 staff and specialist swimming coach to attend next set to swimming sessions to continue to support upskilling.
Swimming offered to Year 3 and Year 5 to support them to achieve the required standards by the end of primary school.	<p>35% of children in Year 3 (increase of 10%) and 57% in Year 5 can swim competently, confidently and proficiently over a distance of at least 25 meters (remaining 43% will form catch up swimming group for the next academic year).</p> <p>See pupil voice results. All children enjoyed swimming lessons, most children are more likely to swim outside of school and most identified at least two strokes that they</p>	Swimming to be offered to Year 3 only next year as well as catch up swimming. Consider how we parental engagement can play a role in children swimming outside of school lessons.

<p>Catch up swimming offered to Year 6 children who did not meet the standard in Year 5.</p>	<p>learnt during their lessons. Children identified lifesaving skills an important part of learning to swim.</p> <p>See catch up swimming data.</p>	<p>Consider how to improve catch up swimming attendance.</p>
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1. Gross Motor Intervention Data

	Start data Spring 1											
	EYFS			Year 1			Year 2			Year 3		
	Pupil A	Pupil B	Pupil C	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H	Pupil I	Pupil J	Pupil K	Pupil L
Throw underarm	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Throw overarm	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Bounce a ball	Y	Y	N	N	N	Y	N	N	Y	Y	Y	Y
Throw with accuracy	Y	Y	Y	Y	N	Y	N	Y	Y	Y	Y	Y
Catch a ball	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y
Around the cones with football and back. How many times in a minute?	Y-1	N-0	N-0	Y-3	Y-2	Y-4	Y-3	Y-2	Y-4	Y-6	Y-5	Y-5
Skip along the floor	N	N	N	N	Y	N	Y	N	Y	N	Y	Y
Length of jump	37cm	38cm	35cm	73cm	39cm	83cm	63cm	62cm	139cm	120cm	108cm	109cm
Pass a ball	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	End data Summer 1											
	EYFS			Year 1			Year 2			Year 3		
	Pupil A	Pupil B	Pupil C	Pupil D	Pupil E	Pupil F	Pupil G	Pupil H	Pupil I	Pupil J	Pupil L*	Pupil L
Throw overarm	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y
Bounce a ball	Y	Y	N	Y	N	Y	Y	N	Y	Y	X	Y
Throw with accuracy	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	X	Y
Catch a ball	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	X	Y
Around the cones with football and back. How many times in a minute?	N-0	N-0	N-0	Y-3	Y-2	Y-3	Y-3	Y-2	Y-4	Y-5	X	Y-4
Skip along the floor	N	Y	N	Y	Y	N	Y	Y	Y	Y	X	Y
Length of jump	35CM	55CM	45CM	90cm	66cm	88cm	76cm	78cm	136cm	130cm	X	114cm
Pass a ball	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	X	Y

*Pupil L left during the summer term.

2. Swimming Pupil Voice

10 children from Year 3 and Year 5 (range of SEND, PP, LA, MA, HA) in the sample.

Did you enjoy swimming?	Yes – 100% No – 0%
What did you enjoy most?	<i>Swimming under water.</i> <i>Games in the last session, such as water polo.</i> <i>Lifesaving skills.</i>
Why is it important to swim?	<i>To stop you drowning.</i> <i>To teach others.</i> <i>“So that I can be a lifeguard.”</i>
What could make your swimming lessons better?	<i>Stay in the water for longer and more lessons.</i> <i>“Knowing how to swim before I went swimming with school.”</i>
Would you want to go swimming again?	Yes – 100% No – 0%
Are you more likely to go swimming outside of school?	Yes – 90% No – 10%
How would you rate your confidence now you’ve had lessons?	Confident – 80% Little Confident – 20% Not Confident – 0%
Which strokes did you learn?	20% - no response Backstroke – 70% Front crawl – 70% Breaststroke – 40% Butterfly – 20% Dolphin – 10%
What skills did you learn?	<i>Lifesaving and rescuing – save from the side, how to save fully clothed.</i>
Why were you taught this?	<i>You need to learn to swim in clothes incase that happens in real life.</i> <i>If we find ourselves in a scenario near or in water we know what to do.</i> <i>To save others and keep ourselves safe.</i>

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?	83%	25 out of 30 children. 7 of which achieved this through the catch-up swimming programme. 5 children are still developing water confidence or can swim over a shorter distance.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	83%	Most children can use front crawl and backstroke effectively. Some can also use butterfly and breaststroke.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>80%</p>	<p>This has been completed both on land and in the water for theory and practical purposes. Many children can use safe talk, enter/exit the water safely, float on their front and back, blow bubbles, submerge and pick up objects from the bottom of the pool, rotate from front to back and back to front and jump in the water. Some completed sculling in the water.</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>Top up sessions were provided by an in-house swimming instructor to 36% (11 children) of the cohort as they did not meet National Curriculum requirements after the completion of core lessons. 7 more children can now swim competently, confidently and proficiently over a distance of at least 25 metres as a result.</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>Teaching staff that attended the core swimming lessons observed qualified swimming instructors and lead group swimming sessions. An in-house swimming instructor also lead group sessions and provided children with the opportunity to attain a rooky lifeguarding certificate.</p>

Signed off by:

Head Teacher:	Karen Bell
Subject Leader or the individual responsible for the Primary PE and sport premium:	Katie Bown
Governor:	Daniel Allen
Date:	22/7/2024