



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 |
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| Playground equipment to encourage active play | Too soon to evaluate impact as this was a late purchase |
| Extra Forest school practitioner trained and assessed | Forest school activities provide opportunities for visual, auditory and kinesthetic learning within each activity. Forest school activities are flexible, enabling all children to achieve with a degree of challenge. Building confidence and self-esteem and encouraging perseverance that will help to build resilience. The children developed their team working skills and also learnt to become more independent. Forest School allows children to experience confidence and self-esteem and encouraging perseverance that will help to build resilience. The children developed their team working skills and also learnt to become more independent. Forest School allows children to experience the emotions that go with challenging oneself, taking risks, achieving something and coping with failing. By providing a safe environment in which to experience these emotions, children can better learn how to manage them successfully. Physical skills -The children developed physical stamina and their gross motor skills through free and easy movement round the outdoor setting. They developed fine motor skills by making objects and structures. Those who were |

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| <p>Continued participation with the Staindrop SLA</p> <p>Football coaching</p> | <p>unfamiliar with woodlands and green spaces became confident in using them and this can form the basis of a life-long relationship with natural spaces.</p> <p>This provided weekly CPD for staff, inclusion in festivals and competitions which would be impossible for a school of Gainford's size.</p> <p>We outsource our football coaching for the juniors as their isn't enough staff or timetable time to release staff.</p> |
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Key priorities and Planning 2023-2024

This planning template will allow schools to accurately plan their spending.

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

| Intent/Action – what are you planning to do | Implementation | Who does this action impact? | Impacts and how sustainability will be achieved? | Cost linked to the action Estimated Actual – Spring Actual - Summer |
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| All pupils to receive 2 hours taught PE a week Pupils to access high quality PE / swimming lessons to promote physical activity healthy lifestyles. | PE lead to ensure that each class has 2 lessons timetabled. Coordinator to monitor planning/assessment and observe 1 lesson per term, including swimming. PE learning walk. Complete an audit of needs (staff and pupil voice) regarding equipment and CPD. - PE subject lead to monitor and evaluate the quality of assessment made by teachers on pupil progress in PE and swimming to ensure that all pupils make excellent progress. P.E. lead to attend meetings and conference to stay up to date on developments in P.E and keep staff up to date. Continue with Staindrop SLA | PE Lead Children Staff | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. | £825.90 costs for PE lead to monitor once per term for a day. £2,750 for SLA |
| CPD for teachers re disability and inclusion. | Audit of need provided by county to assess our understanding/skills/needs. | Staff A number of children with physical disabilities on role | Every child will have an increased awareness of disability sport. | £1,000 |

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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| <p>To increase pupil's participation in physical activities during their morning/ afternoon playtimes and their 30-minute lunch playtime/after school clubs. Intended impact; to increase participation levels in a range of enjoyable sports and activities.</p> | <p>Active breaks to be re-introduced and maintained across the school (varying options per class) to increase activity and concentration supported by research. All classes to be invited to take part in Virtual Brain Break Challenges each half term. Active lessons to be highlighted in 'What Learning looks like at Gainford/in each class'</p> <p>Sports leaders to be trained to use the new equipment</p> | <p>Staff Lunchtime staff Children</p> | <p>Increased/ improved concentration.</p> <p>We will see more chn involved in activity, less conflict during breaktimes. Opportunity to include all children within break and lunch times.</p> <p>Empowerment of pupils Reduction in loneliness/nobody to play with Increase in active children Promotion of fitness and wellbeing amongst girls. Open ended play encourages a range of play types and can match the child's level of development. Thinking skills and dispositions are triggered as well as a number of other learning skills such as cooperative learning, problem solving, negotiation, conflict resolution and resilience.</p> | <p>£500 to release PE lead and extra hours for lunchtime supervisors.</p> <p>Sports leaders cards £150</p> |
| <p>To increase swimming ability and confidence amongst weaker swimmers.</p> | <p>Identify non-swimmers from current Y6/Y5 children. – Additional swimming teachers to be paid for.</p> | <p>Year 5/6 pupils</p> | <p>Improve the outcomes for year 5/6.</p> | <p>£500</p> |
| <p>To upgrade lesson equipment to support the curriculum and purchase resources and equipment to support active playtimes and lunchtimes.</p> | <p>Purchase equipment to supplement what we already have and to replace. (sequencing spots, foam balls, speed bounce mats, Nerf howlers, Tennis balls, Hockey balls).</p> | <p>Teachers Pupils</p> | | <p>£1500</p> |
| <p>Pupils see PE and sport as an integral and automatic part of their lives at school, becoming more physically active.</p> | <p>Enter more competitions (both virtual and face to face/for active and inactive pupils) – allowing for more children to be involved. Lessons to be taught in short, sharp bursts with active breaks in between. (see indicator 5 for travel costs)</p> | | | <p>£200 for prizes for class participation events.</p> |

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| | <p>Pledge to become a Durham Active 30 school incorporating 30 minutes of additional physical activity into the school day.</p> <p>To embed physical activity as part of the school day through active travel initiatives</p> | | A visible award, recognition and pride in our physical activity levels. | |
| <p>To promote, celebrate and inform parents of the school's PE curriculum, intent, enrichment activities and achievements of our pupils.</p> <p>To develop parents' understanding of the vital role that physical activity has on children's health and wellbeing.</p> | <p>To update PE page on the school's website on a regular basis, stating upcoming competitions, results and photos alongside PE noticeboard/display in the hall to celebrate sporting participation and achievement. Achievements in PE and School sport to be celebrated in Friday's Celebration Collective Worship. To share individual sporting success' from outside of school on social media. To allocate a physical homework challenge each half term. E.g. Race to the North Pole.</p> | | <i>Healthy and active families + healthy and active children. Therefore increased participation.</i> | |
| <p>To take learning outdoors for all ages increasing physical activity. To engage those less active pupils to take an interest in and foster a love of the great outdoors through fun and engaging activities.</p> | <p>Rachael and Emma to continue to run 'Forest School Sessions' on a weekly basis throughout the year, working with all age groups.</p> | | | £250 – resources for Forest school. |
| <p>To embed physical activity as part of the school day through active travel initiatives</p> | | | | £200 – replace wheeled apparatus in Early years. £500 bike shed |

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| Budget and PE file to be kept up to date. | | | | Costing in indicator 1 |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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| Provide CPD for staff in order to support the delivery of PE in school. All lessons to continue to be at least good impacting on the number of children reaching the exceeding judgment. | Carry out monitoring of PE lessons Staff to attend and receive CPD based on monitoring outcomes. PE subject lead to monitor and evaluate the quality of assessment made through end of unit videos and Insight. Ipad to be bought to be used for PE- for staff and children to use to take videos/photographs. | | Evidence for PE assessment. Self assessment for children. | £500 |
| Provide training to upskill PE lead. | PE Lead to work alongside Kate Stephenson to conduct a Deep Dive in PE. P.E. lead to attend meetings and conferences to stay up to date on developments in P.E and keep staff up to date. Assessment and monitoring tool – in school | | PE lead and therefore the rest of the staff will be up to date with current practices, initiatives and updates. This will help to ensure the continuation of high quality PE. | £200 for PE or another member of staff to meet with PE lead for county. |
| Ensure staff are confident with the use of the schools PE assessment materials and can therefore plan and pitch lessons effectively knowing where children are at. | Update Insight objectives to match the Progression of skills Document' Observations and work alongside staff as well as specialist coaches to improve knowledge and confidence in using materials | Staff and therefore children | Staff will be secure with assessment tool, this will enable them to know exactly where the children are and therefore inform future planning. | See 1 for costing |

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| To purchase new sporting equipment so that lessons and units can be taught effectively. | To purchase equipment. | (see indicator 1) | (see indicator 1) | (see indicator 1) |
| Encourage children to be involved and included with decisions over PE and Physical Activity in school. | Dragons Den style competition – school council to run a competition – groups to come up with a pitch for PE equipment or playground equipment, event or activity. | The children in school | The children will be empowered by their inclusion in decision making | £500 |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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| Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. | Organise after-school clubs (at least 2 per half term) to develop children's fitness and enjoyment of sport. All pupils from Year 1-6 to complete an Activity and Wellbeing Survey (asap) to establish the activities they would like to experience and take part in. To attend festivals for KS1 and KS2 organised by the SLA. Bike/balance Ability for Swale Year 6 to take part in an outdoor and adventurous residential trip taking part in new activities. To purchase a sports kit for children to wear when attending events. | | The children will be empowered by their inclusion in decision making | <i>£1800 for clubs</i> <i>£200 for survey and analysis</i> |
| To enable children to participate in different types of physical activity so increasing fitness and body strength. | Explore other ideas for extracurricular provision. To organise a sport week where the children experience sports they have not encountered before. Hoopstarz Yoga Frisbee Wheelie Wednesday | Children, parents and staff. | Children will have the opportunity to try different and a range of activities not necessarily curriculum based. This gives the children more opportunity to engage and find an activity they enjoy – setting good habits for the future. | £1000 |

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| To engage pupils in intra-school and inter-school competitions in a wide range of sports & activities. | To run an annual sports day and fun run for all pupils (Rec to Yr6) To attend as many Staindrop competitions. Increase the attendance of competitions for less active pupils and SEND. | Children, parents and staff. | <i>See above</i> | <i>£200 for prizes/equipment and trophies.</i> |
| Year 5/6 to go on a residential outdoor and adventurous trip. | Additional member of staff for Year 5/6 outdoor and adventurous trip. Cost towards residential | Year 5/6 children | Children will experience different activities in a new environment. | <i>£854.10</i> |

Key indicator 5: Increased participation in competitive sport

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| Provide opportunities for pupils to participate in competitive tournaments/events, covering a broad range of sports, through membership of the Staindrop SLA. | <p>Enter competitions and leagues – allowing both active and inactive pupils to take part.</p> <p>Organise competitive events within school at lunchtimes and end of units. Sports Day and fun runs.</p> <p>Link with local schools to create more inter team competition. Arrange fixtures in a variety of different activities</p> <p>Develop intra team competitions for classes to play against each other. Or house teams.</p> | | <p>Registers</p> <p>Competition schedule</p> <p>Photos</p> <p>Result sheets and certificates</p> <p>Website</p> <p>Increase the number of children attending festivals. Children involved in competitive events.</p> <p>Festival achievements to be celebrated on school website and in school newsletters</p> <p>Photographs on our display</p> <p>Match reports</p> <p>Gifted and Talented children targeted for sport specific festivals</p> <p>participation in inter school festivals</p> <p>100% participation in an intra school festival (Except for illness or injury)</p> <p>Representation of school</p> <p>100% participation in an SLA arranged festival or competition</p> <p>All children experience competition within class and school</p> <p>Enjoyment of sport</p> <p>Improved team skills</p> <p>Improves communication skills</p> <p>Improved resilience</p> | <p><i>£1500 – transport</i></p> <p><i>£500</i></p> |
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| Engage more children in sport by providing opportunities regardless of their abilities. | Sign up to as many activities for inactive pupils giving them the opportunity to compete. Football coaching | All children. Children who wish to participate in football. | | £1400 |
| Whole school objective Vocabulary | Vocabulary included on assessment boards and in planning Vocabulary used through lessons by pupils and adults | | observations Pupil voice Attainment levels Children are able to explain using more accurate and wider range of vocabulary | |

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 |
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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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | % | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>%</p> | <p><i>Use this text box to give further context behind the percentage.</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/No</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/No</p> | |

Signed off by:

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| Head Teacher: | <i>Mrs Christine Riley</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Rachel Muir</i> |
| Governor: | <i>Steve White</i> |
| Date: | |