



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
Students are engaging in physical activity at break, lunch and after schools regularly	Students are making healthy daily choices to get more physically active in and outside of PE and school	Students have been able to access a range of physical and sporting activities at break and lunch times. Making them active throughout the day and improved attitude to learning.
Baseline fitness testing will be completed at the start and the end of the year. Students will encourage each other and aim to improve their fitness levels to enjoy feeling healthy	Data collected has been used to target students to help support their health and physical activity. Showcasing further interest in health and well-being.	Students are becoming more aware of their fitness levels and have been able to show improvement in their health and well-being choices in and out of school.
Termly sporting calendar is in place to ensure that all students are accessing a broad and inclusive sporting experience.	Raising the awareness of sport and health within the school and promoting a sporting culture around the school	Students are able to transfer sports skills, teamwork, determination, and resilience to different sports and their school work.
Implementing the assessment expectations in PE for both staff and students with the assessment of head, heart and hands	Staff knowledge has deepened and allowed the students to access their assessment of learning in the characters each term	Feedback from staff/children show increased confidence and engagement. Head, Heart, Hands learning is embedded

<p>PE has been able to motivate different groups of students from different year groups.</p> <p>Developing the schools reputation to be able to actively take part in competitive sports against SEN and mainstream schools.</p>	<p>Introduction of new activities such as dance, boxercise, world tag and netball have been able to develop student interest and skills within</p> <p>As a school we have been able to provide students with their first experience of taking part in a school sport competition</p>	<p>in PE lessons</p> <p>As a department we are trying to encourage the schools ability to undertake competitive sport whilst improving confidence of the students in doing these activities</p> <p>Parents and students have been able to watch and take part in sporting activity that they have never experienced before.</p>
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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>e.g. 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>£1000 costs for additional coaches to support lunchtime sessions.</i></p>
<p><i>e.g. CPD for teachers.</i></p>	<p><i>Primary generalist teachers.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></p>

<p>(A) Whole school audit of staff needs and replacement of sports equipment.</p> <p>(B) Implement clear requirements in the expectation, planning, teaching and assessment of PE teaching at Millgate School through work of the P.E. Lead and staff to improve/support staff confidence and the development of staff knowledge and understanding in the teaching of high quality PE lessons.</p> <p>(C) To deepen staff knowledge and understanding of the scheme of work for PE</p> <p>(D) To develop staff capability to support and teach swimming to impact on ability of children who can swim and meet national criteria by the end of Y6.</p> <p>(E) To develop staff capability to teach a greater range of sports/activities and to</p>	<p>PE Leads to audit resources/equipment Oct/Nov 23 and June 24.</p> <p>Staff CPD/Skills/needs audit and feedback on schemes – July 24.</p> <p>PE lead/SLT Link to monitor – Jan 24 – to review CPD at the same time.</p> <p>TT/CS to teach PE in Y5/6 in 23-24 supported by PE lead in planning.</p> <p>During the year 2023-24 – Staff Inset/meetings (Date TBC), training and in PE lessons - PE Leads to model lessons to improve the delivery of PE</p> <p>PE Faculty meetings – January 24. Planning support (to annotate/use HHH approach Linked to ‘PE on a Page’ document. Make HHH more visible to pupils in lessons so that it becomes familiar and the norm.</p> <p>Re-use of PE assessment sheet from Oct 23/Jan 24 – with main focus on pupil learning but also to feedback teacher CPD and other requirements. Decide on additional way of recording evidence – e.g. Powerpoint sheet etc.</p> <p>New staff/ECT’s to be given additional input from PE Team. P.E. leads to monitor use of new curriculum map and progression of skills/ladders.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Equipment purchased for curriculum to ensure good quality resources – audit shows that all necessary equipment for lessons is available.</p> <p>Staff confidence & positivity towards new scheme reflected in staff skills/CPD audit in July 24 and subsequent years.</p> <p>Feedback from staff and student to show increased confidence and engagement. Head, Heart, Hands learning is embedded in PE lessons.</p> <p>2023-24 – Teachers following training to be even more confident with use of new scheme and use of skills ladders to assess PE skills</p> <p>Audit of pupils to reflect clear learning intentions and continued enjoyment and positivity towards PE lessons and sport</p> <p>Evidence from a sample (of planning & Assessment and Evaluation sheet will demonstrate use of HHH approach with annotated notes by teachers</p>	<p><i>£1500</i></p>
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<p>be given the opportunities to work alongside a coach and target small groups of children to help them develop their skills further.</p>	<p>Staff to be inducted to swimming to support student to develop swimming skills more quickly in Yr5/6 groups.</p> <p>CPD focus: (1) Provide a lunchtime activity to support physical activity on designated playground. (2) Model PE lesson with teacher working alongside or allowing teacher to focus on certain pupils/groups. (3) Run after-school club for designated year groups/pupils</p>		<p>and that Assessment sheet was straight forward to implement. Monitoring in 2024 demonstrates increased confidence and use.</p> <p>Teachers confidently using scheme and units to teach and assess P.E. skills.</p> <p>Pupils can articulate P.E. learning in lessons and to visitors.</p> <p>Staff are able to assist group of swimmers to make more progress and become safe, proficient swimmers.</p>	
<p>(A) Provide quality planning and resources for the delivery of a high-quality PE curriculum throughout school and supporting lunchtimes.</p> <p>(B) Organised Break and lunchtime activities in primary</p> <p>(C) Continue to increase physical activity and participation in KS2 at lunchtime. On select days encourage the use of other sports rather than football.</p>	<p>Planning is sequential and progressive with clear end points throughout school key stages</p> <p>Audit of resources and ordering equipment where required.</p> <p>Order a range of lunch time equipment.</p> <p>Lunchtime activities for primary students. Lunchtime staff to be trained and supervise games</p> <p>Sports Leaders to organise and supervise games.</p> <p>Encourage playing a range of sports at</p>	<p>Key indicator 2. Increase engagement of all pupils in regular physical activity and sport</p>	<p>Monitoring shows a clear skills progression throughout school.</p> <p>Lesson observations and team teaching resulting in outstanding lessons.</p> <p>Increased activity at and involvement in organised sport.</p> <p>Improvement in children's gross and fine motor skills.</p> <p>Increased activity at lunchtimes and involvement in organised sport.</p>	<p>£2300</p>

	lunchtimes Improved use of the playground at lunchtimes or an organized Friday competition.			
<p>(A) Implement consistent whole school competitions – x3 a year and publish results on the website to raise the profile of sport.</p> <p>Promote sporting culture and fair play among students and encourage participation in different sports.</p> <p>(B) School noticeboard in prominent place used to display information and celebrate achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors</p> <p>(C) Page on the school website dedicated to sports and display sports reports, photos, and future events. AND Dedicated section of the newsletter used to raise the profile of sport.</p> <p>(D) Develop Primary Sports Clubs to play a more</p>	<p>AG to introduce and publicise competitions – prioritise 3 or 4 competitions for Primary.</p> <p>Provide clear sport and organisational details to teachers to run events at the end of each term. 2023-24 Calendar: Autumn 2 – Cross Country Spring 2 – Netball/Handball Summer 2 – Tri-Golf/Athletics</p> <p>AG to keep updating KS2 briefing – with focus on HHH learning and skills but also include information on forthcoming competitions and sports reports.</p> <p>Seek to improve the content and information improvements to website.for PE. Revised website pages, continually updated every 2 months.</p> <p>MD to publish Sports newsletter on the website and forward to parents . Autumn 2, Spring 2 and Summer 2 editions.</p> <p>Closely linked to providing quality CPD in the use of all the gymnastics equipment.</p>	<p>Key indicator 3. The profile of PE and sport is raised across the school as a tool for whole school improvement;</p>	<p>All children take part in the house sports competitions that are run through the year.</p> <p>Children respond enthusiastically to challenges and are able to transfer sports skills, teamwork, determination, and resilience to different sports.</p> <p>Pupils can use skills and tactics learnt in lessons and also apply their thinking, emotional and physical learning across to different sports.</p> <p>All those who then go onto attend interschools competition show resilience and behave well in these events.</p> <p>Pupils are more able to explain, describe and understand their learning in P.E. lessons, e.g. Head, Heart, Hands.</p> <p>Pupils in Y4/5/6 to be aware of and participate in competition</p>	<p><i>£1500</i></p>

<p>active role in organising competitive sports in school events Produce a termly newsletter and reporting on some competitions and events.</p> <p>(E) To affiliate with the trust schools to play against mainstream schools and develop relationships to create a primary league to enhance PESSPA across the school</p> <p>(G) To refresh and develop the provision and resourcing of gymnastics equipment in KS2 and across the school with a focus on raising the quality of teaching, engagement of the children and improving the balance, agility, co-ordination and strength of pupils through using the improved resources. Plan for gymnastics club to continue in Y5/6 in build up to gymnastics competition.</p> <p>(H) To improve the outdoor playground opportunities for KS1 pupils in order to</p>	<p>Set up time and place to demonstrate gymnastic equipment and photograph for display on walls/equipment in situ to assist children and teachers in use of such. Autumn 23.</p> <p>Promotion on developing core strength, balance, co-ordination. KS2 purchases to include improvement of organisation, storage racks, additional mats and access to equipment to support use in lessons.</p> <p>Look to create display to highlight key gymnastics skills, movements and exercises for strength.</p> <p>Model lessons/Staff Meeting time to develop use of new equipment – AG TT and CS</p>		<p>INTEDED IMPACT: Post installation, pupils should be more enthusiastic and motivated to participate in gymnastics lessons and be excited to use and develop their skills using the new apparatus and equipment.</p> <p>KS2 focus on improved climbing, jumping, rolling, balancing and strengthening. Pupils more engaged in physical activity during break and lunchtimes.</p> <p>Play Leaders/Teachers on duty notice more focused play and fewer problems. Pupils motivated to use targets and see sport, physical activity as fun</p>	
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<p>encourage, guide and facilitate pupils in a wider range of playground activities and more physically active play.</p>				
<p>(A) Taster days in school to expose children to new sports. E.g. archery, fencing, climbing walls, Frisbee golf. Provide opportunities to try different activities & motivate children who are less enthused by traditional sports.</p> <p>(B) To develop balance/learn to ride/cycling skills across the whole-school by putting in place a scheme that develops these on an annual basis.</p> <p>(D) Book a range of competitions for different pupils to enjoy participating in throughout the year.</p> <p>To motivate different groups of pupils from</p>	<p>Ag to book taster sports through the year. Each year group will experience a new sport as they move up through the school. Taster sports to be booked for May/June 2024 – Y6 Fencing, Y5 Volleyball, Y4 Archery, Y3 Goalball, Y2 Tri-Golf & Y1 Boccia. AG to investigate Bikeability to deliver: Primary and year 7 – Additional level 1 courses and non-riders – Autumn. Year 5 – level 2 courses – Summer.</p> <p>Maintain registers of children and achievements. Report achievements on website.</p> <p>Look to book a range of competitions and festivals for the academic year 2023-24 to provide opportunities for children from all year groups to participate and involve various teachers/staff taking the lead at these events.</p> <p>PE to book range of events in the academic term</p>	<p>Key indicator 4. Broader and more equal experience of a range of sports and physical activities offered to all pupils;</p>	<p>Sports motivate and engage all pupils to participate and enjoy activity and try something new.</p> <p>Possible outcomes - Attendance to sport out of school. General raising of awareness of the importance for exercise daily.</p> <p>Achievements More pupils including SEN, different year groups, boys and girls experience festivals and competitions against other schools.</p> <p>School has entered 2 or 3 different competitions from 22-23,</p> <p>Evidence of events on website. More pupils than last year have had the opportunity to compete, experience and challenge</p>	<p>£2000</p>

<p>different year groups.</p> <p>Promote sporting culture and fair play among pupils and encourage participation in different sports.</p> <p>(E) To support Y6 transition through additional challenge and outdoor and adventurous activities</p>	<p>Set up Football club for boys and girls and use Football competitions to motivate pupils.</p> <p>League entry fee to be paid – Leicester School’s or create a trust wide league</p> <p>Restart After schools sports clubs and out of school sports club links</p> <p>Look to join Netball league in addition to Girls’ and Boys’ football leagues. Aim to provide more after-school or lunchtime clubs for gymnastics, netball, football, possibly rugby to allow Y5/6 pupils to develop skills in readiness for competitions.</p> <p>Book again, activities such as archery tag, Tchoukball and OAA push as OFSTED focus</p>		<p>themselves in sports against other schools and at different venues.</p> <p>Both girls and boys Y5/6 mixed football teams to have a similar profile across the school as ks3/4.</p> <p>Dodgeball after-school club for Y4/5/6 taking place in Autumn 2</p>	
<p>(A) Termly interschool competitions occur and information is published on the school website to raise the profile of sport.</p> <p>Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 3 –</p>	<p>Provide Key Stage 2 pupils with their first experience of taking part in a school sport competition</p> <p>Football kit to be brought to make students motivated to play in competitions</p>	<p>Key indicator 5. Increased participation in competitive sport.</p>		<p>(As per Key Indicator 3 – point A)</p> <p>(As per Key Indicator 4 – point D)</p> <p>(As per Key Indicator 4 – point D)</p> <p>Created by: Supported by</p>

<p>point A)</p> <p>(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 – point D)</p> <p>(C) Enter additional competitive sports competitions where and when suitable, to provide further challenge to some pupils but also aid transition for others.</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 children take part in the house sports competitions that are run through the year.</p> <p>Children respond enthusiastically to challenges and are able to transfer sports skills, teamwork, determination, and resilience to different sports.</p> <p>Pupils are more able to explain, describe and understand their learning in P.E. lessons, e.g. Head, Heart, Hands.</p> <p>More pupils including SEN, different year groups, boys and girls experience festivals and competitions against other schools.</p> <p>School has entered 2 or 3 different competitions from 22-23, More pupils than last year have had the opportunity to compete, experience and challenge themselves in sports against other schools and at different venues.</p>	<p>Children are enjoying sporting activity and the range of the activities that is open to them in the year. The attendance to these events is higher than last year and we are hoping to increase this over 90% next year.</p> <p>Children are now more resilient to challenges and a reduction in behaviour responses paired with supportive peer mentoring has been a key impact.</p> <p>A more robust and clear assessment of PE through a range of participation, understanding and feelings around sport have holistically supported the learners in a wider way to showcase them as a sports person.</p> <p>As children are more settled in their learning they are able to access sporting events with other SEN and mainstream schools. These competitive situations have introduced our children to the possibilities outside of school life.</p> <p>Both girls and boys Y5/6 mixed football teams to have a similar profile across the school as ks3/4. Dodgeball after-school club for Y4/5/6 taking place in Autumn 2</p>	<p>Having a sporting committee will gain a better insight into the desires of the students and shape it through pupil led activities.</p> <p>Students' levels or transferrable skills have been seen through their lessons and additional sporting activities.</p> <p>Assessment in PE has improved the tracking of the learners and how they showcase their understanding of their roles in sport.</p> <p>Students are more aware of themselves in the competition and how to handle these situations successfully.</p> <p>Successful competition over a range of sports means that students are regularly experiencing now challenges to understand themselves and meet EHCP targets</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?	60%	<i>Use this text box to give further context behind the percentage.</i> At the start of the academic year we had a large number of the students that were non swimmers or lower ability swimmers. This figure shows a high level of progress for our learners. Attendance where some students have attended more swimming lessons than other has also affected some of the students progress this year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40%	<i>Use this text box to give further context behind the percentage.</i> <i>e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	<i>Use this text box to give further context behind the percentage.</i> All of the students in this year group have shown the ability of being able to self-rescue in a range of situations taught pool based.
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?	Yes/ No	As many of our students have had little to no swimming experience we have taken the opportunity for them to be able to swim for the whole academic year and use funding to Top up Swimming funds
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	Staff have been able to attend training via the LCC pools to ensure that they are trained and competent to support students in pool or pool side. All swimming lessons are taught by LCC swimming staff and lifeguards on poolside. Staff are there to support swimming lessons.

Signed off by:

Head Teacher:	<i>(Name) Sara Marsh – Head Teacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title) Graham O’Reilly – Assistant Head Teacher</i>
Governor:	<i>(Name and Role) Lynn Moore – Governor</i>
Date:	June 2024