



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
<ul style="list-style-type: none"> PE subject lead to model and coach others 	<ul style="list-style-type: none"> Confidence levels in delivering PE have improved. Children of all abilities catered for and teachers feel more confident with delivering, modelling and questioning. 	<ul style="list-style-type: none"> We have a positive and supportive atmosphere where teachers feel comfortable asking for support. Lessons and planning are monitored carefully which helps create a consistent and well-tailored curriculum for all as teachers feel confident and prepared in their delivery of lessons.
<ul style="list-style-type: none"> Embed new PE scheme and PE leader to monitor delivery of PE 	<ul style="list-style-type: none"> A more consistent progression of knowledge and skills through each unit/ sport. Teachers are able to access and prepare confidently Children build on prior knowledge using their new skills and applying them independently. 	<ul style="list-style-type: none"> Teachers enjoy teaching PE as the planning is clear, easy to follow and saves time. It is also a very good quality which can easily be adapted to suit the lesson, ability and needs of the children. Now going into our second year of Get Set 4 PE means teachers are more familiar and confident with the scheme.
<ul style="list-style-type: none"> Children to continue being active during break and lunch time 	<ul style="list-style-type: none"> Over 35% of children playing football most lunch times. 	<ul style="list-style-type: none"> It is lovely to see so many children playing together and trialling different ball games

	<ul style="list-style-type: none"> • Through the summer term children have access to a variety of games/ sports equipment • An increase of children representing school during sports tournaments 	
<ul style="list-style-type: none"> • Continued checking of PE equipment and replacing/restocking when necessary 	<ul style="list-style-type: none"> • Teachers are able to deliver high quality PE lessons with correct equipment • All children are able to participate with correct equipment 	<ul style="list-style-type: none"> • We get through a lot of PE equipment and are always looking to replace and update new kit with money we have left over. However, need to be mindful of what we have and what gets used.
<ul style="list-style-type: none"> • Embed Playground Leaders to take a role leading games at break and lunch time 	<ul style="list-style-type: none"> • Year 6 leaders have encouraged active play with younger children by helping them to play together and suggesting various games/ activities • Year 6 leaders encouraging and monitoring fair play and ensuring all children feel included. 	<ul style="list-style-type: none"> • This is something we have but gets forgotten as it hasn't always had a need. Our children play well together and the older ones always look out for the younger ones. • It is very rare to ever see a child left out or on their own.
<ul style="list-style-type: none"> • Plan for catch-up Swimming Lessons in Summer term 	<ul style="list-style-type: none"> • 100% of Year 6 children able swim 25m by the end of academic year. 	<ul style="list-style-type: none"> • We offer 4 lessons in the summer term to any KS2 child who cannot meet the NC requirements but may look to change this up next year. Port Regis offer a gymnastics course alongside the swimming which we may consider depending on cost.
<ul style="list-style-type: none"> • Continue to update resources (sports and playground equipment to promote healthy active lifestyle) 	<ul style="list-style-type: none"> • Children using a variety of equipment which has encouraged fair play, being active and exposure to new sports. 	<ul style="list-style-type: none"> • Update of resources has meant we can offer a broad range of sports to the children as well as enter new sports competitions such as handball and tri-golf.
<ul style="list-style-type: none"> • Continue to get equipment checked regularly 	<ul style="list-style-type: none"> • Trim-trail checked and approved to be used. 	Ongoing
<ul style="list-style-type: none"> • Explore external sports providers running a weekly club 	<ul style="list-style-type: none"> • NY spoke with Prime education. They couldn't cater for what we wanted yet but will be in contact again soon. 	<ul style="list-style-type: none"> • Meeting booked to try and sort a new afterschool club on Wednesdays when teachers have a staff meeting.
<ul style="list-style-type: none"> • Continue to ensure teachers have the opportunity to observe high quality lessons and are supported by HLTA and PE Subject Leader and are more confident teaching PE with new scheme 	<ul style="list-style-type: none"> • Many discussions have taken place before lessons to share good practise. • Teachers feel confident and supported when delivering PE. • NY has monitored lessons and some teachers 	Ongoing

	have observed PE lessons ensuring they are aware of expectations.	
• Plan for further opportunities for new classes	• NY seeking opportunities	• NY in talks with Gillingham about further sports festivals. However, staffing is sometimes an issue.
• Plan for Sports Week in 2023-24	• NY to research	•
• Plan for further opportunities for trips for new classes	• Ongoing	
• Ensure Value for Money – School Games Organiser to run events at school	• Ongoing	
• Continue being a part of Gillingham Sports Association and attend inter school events	• Ongoing	
• Continue to encourage more links with local sports clubs	• Ongoing	
• Continue to plan for all children taking part in future Sports Days	• Ongoing	

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
Purchase of further sportswear for children to wear for PE and competitions/events out of school	NY to purchase new sportswear. New sizes to cater for all children	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 5 - Increased participation in competitive sport</i></p>	<p>Children to attend events wearing sportswear in order to raise the profile of sport at St Mary's.</p> <ul style="list-style-type: none"> • Positive attitudes to health and well-being • Increased school-community links • Engaged or re-engaged disaffected pupils 	£48.68
Regular contact with school games organiser to ensure entry in to as many competitions/ events as possible. Membership to the Gillingham School Sport Partnership	Competitions entered included membership to the Gillingham boys and girls football competitions, handball festival, cricket tournament, netball tournament, Mini Olympics. These are then celebrated in assemblies on Friday and resulted in more and more children representing the school through a variety of sporting competitions.	<p><i>Key Indicator 5 - Increased participation in competitive sport</i></p> <p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p>	<ul style="list-style-type: none"> • Increased pupil participation • Ensuring strong, sustainable, effective links to national events • Clearer talent pathways • Increased pupil participation in competitive activities • Increased range of opportunities • Increased pupil awareness of opportunities available in the community • Improved pupil attitudes to PE • Positive behaviour and a sense of fair play enhanced 	£2010.35

<p>Employment of a HLTA/ Sports Specialist in order to:</p> <ul style="list-style-type: none"> • focus the delivery of PE to suit individual needs • further challenge gifted and talented pupils • ensure PE is inclusive to all • help target key groups (Pupil Premium, SEND, identified inactive children) 	<p>Assist with the delivery of PE and extracurricular sports clubs.</p> <p>Provide opportunities for sports assistant to observe and teach.</p> <p>Liaise with the PE leader in order to discuss the impact of sport with key groups the focus.</p> <p>50% PE lessons taught by experienced and highly trained HLTA HLTA and PE Subject Leader support teachers in planning and delivering PE and sport lessons</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 2 - Engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> • Increased pupil participation • Clearer talent pathways • Increased range of opportunities • Improved pupil attitudes to PE 	<p>£11, 615.47</p>
<p>Swimming sessions booked at Port Regis for KS2 children. Used for those not on target to meet curriculum requirements.</p>	<p>NY & SB to oversee. External teachers to coach the children. 100% children leaving St Mary's meet the National curriculum requirements.</p>	<p><i>Key Indicator 2 - The engagement of all pupils in regular physical activity</i></p>	<ul style="list-style-type: none"> • Improved pupil attitudes to PE • Enhanced, inclusive curriculum provision • Positive attitudes to health and well-being 	<p>£1040</p>
<p>Renewed subscription of Get Set 4 PE to support teacher's planning and delivery of lessons</p>	<p>Teachers are becoming more confident with delivering lessons by knowing the progression of a sport/ skill and the desired outcome as well as catering for all needs. We are able to deliver a broad range of sports to cater for all children's' interests and exposing them to a variety of sports/ activities.</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 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> • fundamental skills are introduced for younger pupils • PE curriculum meets National Curriculum • Shows a strong sense of progression • PE CPD and feed back to class teachers • Staff are confident to deliver lessons 	<p>£550</p>

<p>Outdoor Educational visits subsidised (Year 6 – Weymouth Outdoor Education Centre, Year 4 & 5 – Springhead)</p>	<p>This has allowed us to continue providing new experiences to all children and meet the national curriculum requirements for outdoor adventurous activities.</p>	<p><i>Key Indicator 2 - Engagement of all pupils in regular physical activity</i></p> <p><i>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils</i></p>	<ul style="list-style-type: none"> • Develop wellbeing • to build confidence, resilience and promote mental well-being • Children are challenged to attempt activities out of their comfort zone. 	<p>£1380.13</p>
				<p>Total grant: £16,690.00</p> <p>Total Expenditure: £16,644.63</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
<ul style="list-style-type: none"> • Further sportswear purchased for children to wear for competitions/events out of school • Membership to the Gillingham School Sport Partnership • Employment of a HLTA/ Sports Specialist in order to: <ul style="list-style-type: none"> ○ focus the delivery of PE to suit individual needs ○ further challenge gifted and talented pupils ○ ensure PE is inclusive to all ○ help target key groups (Pupil Premium, SEND, identified inactive children) • Swimming sessions booked at Port Regis for KS2 children. Used for those not on target to meet curriculum requirements. • Renewed subscription of Get Set 4 PE to support teacher's planning and delivery of lessons 	<ul style="list-style-type: none"> • Children to attended events wearing sportswear whilst raising the profile of sport at St Mary's. Pupils felt proud whilst representing school. Pupils took part in several school-community events ranging from netball, football, cricket to handball. • Increased pupil participation in competitive activities, ensuring clearer talent pathways • Increased range of opportunities • Increased pupil awareness of opportunities available in the community • Improved pupil attitudes to PE • Positive behaviour and a sense of fair play enhanced • 50% PE lessons were taught by experienced and highly trained HLTA • HLTA and PE Subject Leader supported teachers in planning and delivering PE and sport lessons • 2 external teachers coached the children, resulting in 92% children leaving St Mary's meet the National curriculum requirements. • Teachers are becoming more confident with delivering lessons by knowing the progression of a 	<ul style="list-style-type: none"> • Competitions entered included membership to the Gillingham boys and girls football competitions, handball festival, cricket tournament, netball tournament, Mini Olympics. These are then celebrated in assemblies on Friday and resulted in more and more children representing the school through a variety of sporting competitions. • The quality of PE lessons is at least good and there has been increased pupil participation, particularly from pupils with additional needs. As a result, more children were chosen to represent school in competitive events. • Continue this next year. • The quality of PE lessons is at least good and there has been increased pupil participation, particularly from pupils with additional needs. As

<ul style="list-style-type: none"> Outdoor Educational visits subsidised (Year 6 – Weymouth Outdoor Education Centre, Year 4 & 5 – Springhead) 	<p>sport/ skill and the desired outcome as well as catering for all needs.</p> <ul style="list-style-type: none"> This has been pivotal in supporting pupils building confidence, resilience and promoting mental well-being, as children are challenged to attempt activities out of their comfort zone. 	<p>a result, more children were chosen to represent school in competitive events.</p> <ul style="list-style-type: none"> This has allowed us to continue providing new experiences to all children and meet the national curriculum requirements for outdoor adventurous activities.
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	92%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	Use this text box to give further context behind the percentage. 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
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	Use this text box to give further context behind the percentage.

<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>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>No</p>	<p>We pay for swimming instructors to teach swimming</p>

Signed off by:

Head Teacher:	Sharon Betts
Subject Leader or the individual responsible for the Primary PE and sport premium:	Nathan Young PE Leader
Governor:	Maureen Carrivick
Date:	July 2024