



# 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](#).**



Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£0
How much (if any) do you intend to carry over from this total fund into 2023/24	£0
Total amount allocated for 2023/24	£19974
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£19974

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)

Activity/Action	Impact	Comments
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<p>- Participation with Paignton Academy which included sports leaders, transport to events and sports days.</p> <p>-Create a love of physical activity through maintaining the high profile of PE and sport throughout the school.</p> <p>Children understand the benefits of a balanced diet and the importance of sport in a balanced lifestyle</p> <p>Upskill all staff in their teaching of PE and sport</p>	<p>Another successful year, meaning our children are experiencing a range of festivals which reinforce what they have learnt in school and an openness to competitive fixtures to help excel skills. The use of sports leaders allowed for a range of activities on the playground for other children. This engagement and quality of leaders allowed for children to stay active during a range of activities.</p> <p>Walk to School week was another success. Children made conscious efforts to walk from home and understood the reasons why. This is linked to this year's theme, 'Walking with Wildlife'. The children were able to develop their understanding of: inclusion, sustainability, health, mindfulness and friendship. This was spoken about during assembly and the reasons behind it- physically, mentally and socially. This was also celebrated in assembly for the classes that had accumulated the most points.</p> <p>Complete PE has been used as a tool to support teachers who are teaching PE lessons. This has meant that the children have had good opportunities within PE and allowed for progressions in lessons, thought out long, short and mid term plans whilst allowing for all abilities to access PE.</p> <p>School staff have had CPD for dance and gymnastics. This has developed the skills and confidence of staff which means that the children are getting taught lessons to a high standard which is supportive and engaging for all.</p>	<p>In reflection of this, we will create our own intervention group 'Healthy Body, Happy Minds' for identified children who would benefit from some small group work to develop their understanding on the importance of physical exercise and leading a healthy lifestyle (food, sleep, mental health).</p> <p>We will continue to receive feedback from teachers and share celebrations and areas where staff may need more support with delivering high quality lessons (this will feed into where and who we give CPD to this year).</p>
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<p>A wider range of sports offered to all pupils to promote increased participation.</p>	<p>Money used for transport which allowed for children GD, PP etc to have access to a range of sporting activities. This has meant that they have been able to continue their development of skills in different games/ scenarios.</p> <p>Swimming has allowed our children to develop their confidence in water and continue their development: this is key for the area we live. Balance ability has helped children at a younger age with their balance and coordination ready for bike ability when they grow up.</p> <p>Playground markings have improved social skills, enjoyment and physical development.</p>	<p>Swimming will continue as it is a vital life skill and even more so for the area in which the children live.</p> <p>Balanceability training to be done this year so that the children have a clear journey into bike ability.</p> <p>The playground markings have improved the areas designed to. We will look at getting some playtime leaders/ sports leaders from KS2 to support the younger children with their break times and model games etc to be played.</p>
<p>More pupils to be engaged in competitive sport and extra-curricular activities</p>	<p>Children have been able to participate in a range of extra-curricular activities which has enabled them to work on and develop different skills.</p> <p>The clubs also allow for children to work with and collaborate with children from other classes and year groups which aids cohesion in the school and allows for older children to help and support younger ones.</p> <p>Clubs include:  Football Club  Football Skills Club  Archery  Multi-skills  Cricket  Rounders  Netball</p>	<p>We will continue to review the clubs, attendance and feedback to put together a list of clubs for the first term back. Again these will be reviewed for the next term.</p>

## Key priorities and Planning 23/24

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>Staff CPD in place for all teachers using specialist staff from a local secondary school and our own PE staff.</p>	<p>All teaching staff and in school specialist PE staff</p> <p>-the children who receive upskilled and high quality lessons.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>According to the ‘Childhood obesity plan’ all pupils should have 30 minutes per day of physical activity in schools (this is covered by PE lessons and break and lunch time provision)</p>	<p>Quality of PE lessons being delivered are consistent across all year groups.</p> <p>PE team/PE lead continue to CPD through each term.</p> <p>Head of school to undertake PE observations of practice.</p>	<p>Paignton Academy Primary PE and Sport Support £2,000.00</p> <p>£500 additional staff training</p>

<p><i>Year 1 healthy living intervention weekly and participation sessions weekly led by PE staff</i></p>	<p>The PE team and leader of PE. Head of School overseeing.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>According to the 'Childhood obesity plan' all pupils should have 30 minutes per day of physical activity in schools (this is covered by PE lessons and break and lunch time provision)</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Key pupils identified in the year groups with 30% of pupils being overweight or obese participate in additional PE sessions.</p> <p>Children value movement and exercise and through additional curriculum events such as healthy eating events children and families in this year group have a better understanding of healthy living.</p>	<p>Built in to staffing budget</p>
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<p>Sports clubs, multi skills, netball, football, football skills and indoor games running weekly as well as attending weekly festivals run by the local secondary school.</p>	<p>The PE team and additional TA support.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children experience competitive sports</p>	<p>See PA partnership</p> <p>After school clubs staffing: £7,481</p> <p>Lunchtime club staffing: £4,986</p> <p>Event transport £395</p> <p>Lunchtime resources £500</p>
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<p>Regular whole school sports events such as sports day, Walk to school week and the CSA fun run.</p>	<p>The PE team, PE lead and additional support staff</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Engagement from the whole school in these events in some capacity. Families and community actively involved and encouraging participation from their children.</p>	<p>See PA partnership</p>
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Bikeability for Y3 & Y5	The PE team and teaching staff in those year groups	Key indicator 1: The engagement of all pupils in regular physical activity  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Development of confidence with our children cycling around their local area and the school.	No charge for training of PE staff and equipment.
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Swimming in KS2	PE team, general teaching staff in year groups.	Key indicator 1: The engagement of all pupils in regular physical activity  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Developing confidence in our children with becoming confident in water. Developing confidence as swimmers which is vital for our local environment.	£3,432.00
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Use of complete PE for planning	PE team and general teaching staff	Key indicator 1: The engagement of all pupils in regular physical activity	Upskilling and developing teachers' confidence with teaching PE to allow children to have purposeful and well delivered lessons.	£180.00  £500 for additional staff CPD
Purchasing/renewing gymnastics equipment	Staff will be able to deliver lessons that are safe for themselves and the children.	Key indicator 1: The engagement of all pupils in regular physical activity	Children will be able to learn in a safe environment supported by staff members.	£500

## 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
-Staff CPD in place for all teachers using specialist staff from a local secondary school and our own PE staff.	-The children have accessed purposeful lessons which have been challenging, differentiated and taught to a high standard. This has pushed the children and challenged them to think during their PE lessons and understand in correlation to the road map- foundations, skills and tactics, competition.	PE lead has given constructive feedback to the PE team through observations on lessons and in particular, questioning, differentiation and SEND involvement. This feedback was then applied and given to teachers. This will continue next year.
-Year 1 healthy living intervention weekly and participation sessions weekly led by PE staff	Healthy Bodies, Happy Minds allowed for identified children to have a 4 week programme where they were able to see the life choices they make and how they could improve them- looking at their mental and physical health through diet, technology and sporting activities. Children made changes to their own lives but also had the knowledge to help others.	A successful intervention with positive engagement- will continue next year. Mentioned as a positive school attribute in the school ofsted inspection '23.
-Sports clubs, multi skills, netball, football, football skills and indoor games running weekly as well as attending weekly festivals run by the local secondary school.	A great package provided by our trust partnership school. With termly meetings to discuss positives and negatives alongside creating a bespoke package for ourselves, the children have accessed a range of activities at lunchtimes from the sports leaders and accessed festivals at a secondary school.	This year we have had a good % of PP children attending clubs, this is generally inline with the school PP% of 46 %. Next year, we will continue this tracking for PP children and also look at how we can signpost excelling children to clubs outside of school.
-Use of complete PE for planning	Complete PE, mapped by the PE Team, has allowed for teachers to have lessons planned and visual videos to see what the expectations for the lessons are. The teachers have worked collaboratively with the PE team to ensure that they are	The curriculum has been mapped to be bespoke to us and offer the children a positive experience during their PE lessons. The planning is sequential and prepares children for PE at Year 7.

<p>-Swimming in KS2</p>	<p>confident when teaching a range of PE lessons.</p> <p>Children across KS2 have had access to swimming lessons. This has increased water confidence and ability to swim unaided. As mentioned above, vital for the area in which we live.</p>	<p>This year, we have evaluated the year groups that swim and how long they go for-debating whether Year 6 should go for longer to help with transition to secondary school and experiences they may get into during the summer. However, we found that some Year 3s had a fear of water (putting their face in) which was beneficial for them to have the experience. We will continue to assess this and make a decision for next year.</p>
<p>-Regular whole school sports events such as sports day, Walk to school week and the CSA fun run.</p>	<p>These events allow for all the children to be active, social and enjoy sporting activities. The Fun Run impacts the whole community, bringing it together for the children to see and some parents running with their children impacts their physical health. All of these events improve children's physical, mental health and social skills.</p>	<p>Sports days were successful and well attended. Children showed excellent sportsmanship and competitive spirit. We had 178 children take part in our annual fun run event. .</p>
<p>-Bikeability for Y3 &amp; Y5</p>	<p>This programme allows for children to travel in a sustainable way and encourages children to be active. This vision being that families go out together on their bikes. These qualifications are a great incentive for the children who are engaged with the balance bikes in the foundation and KS1 stage.</p>	<p>Continue to implement balance bikes into the curriculum and after school clubs. Collaborate with the EYFS and Y1 team to identify key children.</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?	61%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	64%	



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	64%	
<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>	No	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	No	

Signed off by:

Head Teacher:	<i>Hannah Wilkinson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jack Akery PE Lead</i>
Governor:	<i>Debbie Hutton-Hands</i>
Date:	12/7/24