



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
- Implementation of mini-leaders. On last Sport Premium plan, the mini-leaders course was planned. - REAL PE scheme was introduced to help enable staff to deliver appropriate PE sessions for the children who attend the school.	- This has now been delivered and leaders have been chosen and trained, so that they can lead play in the next academic year. - This has provided a framework for PE lessons led by teachers. All children receive a REAL PE session in addition to a session which has been led by the Bolsover District coaches. This has broadened their experience of different kinds of physical activity over the school year.	- This programme will be implemented and strengthened during the next academic year. The plan will be to introduce a basic core of child-led activities which will be expanded as the year progresses. - Staff will be provided with training during the next academic year to develop their skills further in delivering a range of PE sessions, including dance, gymnastics and adventurous activities.

- Children were offered physical activity trips to the Pleasley Vale Outdoor Activity Centre. - The Bolsover District Sports coaches provided support for teachers implementing the PE curriculum.	- This has helped to develop interest in and knowledge of a wide range of sporting opportunities and events. The Pleasley Vale trips took place again during this academic year, where children had the opportunity to participate in different activities. - This has provided the children with high-quality PE teaching which has covered a broad range of sports across the year.	- The outdoor activity trips are booked for the beginning of the year, next academic year. These will be planned to provide a third round of different activities, ensuring the children have had a broad range of experiences over these three years which have not been the same each year. This experience will be built upon during the next academic year by providing school-based adventurous activity; for example, orienteering, cross-country running, and developing the school OPAL-based approach to lunchtime physical activity. - The coaches will be contracted for a further year, with the focus on working with teachers to improve the school planning and enable teachers to deliver their own PE lessons, with the support of the coaches, through demonstration lessons, co-teaching and planning.
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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
<i>Key Indicator 1</i> • Provide coaching sessions at lunchtimes to help children to develop physical skills. • Provide training for lunchtime supervisors to help provide activities which encourage participation across all ages and abilities. • To improve lunchtime behaviour by providing opportunities for children to engage in	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>Pupils – as they will take part.</i>	<i>Key Indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i> <i>Routines of behaviour established in the playground aimed at reducing the incidents of unwanted behaviour.</i>	<i>Cost for additional coaches to support lunchtime sessions. £1745 cost Super Star Sports + coaching provided as part of Bolsover contract (see below).</i> <i>£8960 cost of coaching contract from Bolsover District Council, to include coaching sessions and after school multi-sports club.</i> <i>£695 subscription to RealPE scheme (yearly).</i>

<i>competitive and non-competitive games.</i> <i>Contract Bolsover District PE coaches this year to provide a programme of support for all teaching staff in Key Stage 2.</i> <i>Subscription to RealPE scheme to provide teaching staff with support in planning gymnastics and movement lessons.</i>	<i>Staff to observe lessons, plan with support from PE coaches and team teach lessons in order to improve skills in delivering high quality PE lessons.</i> <i>Staff to use RealPE in planning to supplement the coaches input, in areas in addition to games and sports.</i>		<i>PE subject action plan set out marker points in progression of teaching skills: term 1 teacher observation of lessons, term 2 planning and teaching as a team, term 3, teachers observed by coaching staff.</i>	<i>See costs above.</i>
<i>Key Indicator 2</i> <i>Lunchtime sports sessions led by coaches to provide a range of organized games and provide opportunities for</i>	<i>Targeted involvement of Pupil Premium children during lunchtime sessions.</i> <i>After school club offered on a rota to different year groups and children with different needs (plus Pupil Premium</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity</i> <i>The Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60</i>	<i>Offering places in this club for Pupil Premium children has allowed a cross-section of children to experience sports that they might otherwise not have access to.</i>	<i>Cost of lunchtime sports sessions covered in contract with Bolsover District Council.</i>

children to try a variety of activities across the year. • After school multi-sports club run by Bolsover District Council coach • The school will join OPAL and provide increased range of physical activities through the OPAL scheme.	children). OPAL involvement will affect all stakeholders in school: staff, coaching staff, pupils. Money will be reserved from this year's Sport Premium budget to help pay subscription costs and fund significant resourcing for this project.	minutes of physical activity per day, of which 30 minutes should be in school.	Children's social abilities have been impacted by working co-operatively across year groups. OPAL involvement expected to provide a huge impact across the school. This is linked to the school SIP and behaviour – to help break cycles of undesired behaviour in the playground and promote co-operative play.	
Key Indicator 3 • Mini-leaders course delivered to train sports leaders (children). • Bolsover District Council provided	Impact on Year 5 children: all pupils took part in the initial Mini-Leader training and then some volunteered to undertake further day of training so that they could lead playground games	Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement.	The impact of this action is yet to be quantified but will be evident next academic year when Year 5 children have been running activities and	Contribution from Sports Premium for OPAL subscription next academic year. Shirebrook academy contract £2965 includes provision of this and team-building sessions.

<i>team building challenge day during Term 1.</i> <i>Resources purchased to enable staff to deliver RealPE lessons.</i> <i>Pleasley Vale Outdoor Activity Centre trip provided children with a wide range of sporting activities which were not the usual experiences children in the school would be able to take part in.</i>	<i>effectively.</i> <i>Both staff and children will be affected: children as they will have access to better resources and teaching staff as they will have increased confidence in delivering the lesson plans provided in the RealPE scheme.</i> <i>Pleasley Vale trip had impact across the school as all children were able to participate. Activities were planned to extend the experiences that the children had in the previous academic year.</i>		<i>have established a routine and timetable.</i> <i>Impact on children: increased enjoyment of PE lessons as they are adequately resourced with appropriate and safe equipment.</i> <i>Extensive impact on confidence and enjoyment. Children enthusiastic about the trips and the whole-school nature of the event means that all the school have a shared understanding of the types of activity they might be involved in during the next year. The next trip to this location will be planned to build upon the experiences gained in this academic year.</i>	<i>£1085 cost for resources to enable effective delivery of RealPE sessions.</i> <i>£4410 Pleasley Vale trip cost.</i>
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<i>Key Indicator 4</i> <i>Bikeability sessions took place for children in Year 4 and 5 during the year, to encourage safety when riding bikes and to raise profile of biking to school, and using bikes in general as a mean of staying fit.</i> <i>The school had a climbing wall day during term 5.</i> <i>Visit to school by Road safety team and First Responders to teach basic first aid.</i> <i>Mental Wellness</i>	<i>Bikeability – children in Year 4 and 5 given the opportunity to gain the ‘Bikeability’ level 1 experience.</i> <i>All children took part in this activity day and pupil voice activity indicated that this dramatically affected self-esteem and confidence.</i> <i>Year 2 and 3 children, selected</i>	<i>Key indicator 4 Broader experience of a range of sports and activities offered to all pupils.</i>	<i>Increase the profile of safety and healthy lifestyle. These sessions were linked to Derbyshire Road Safety visits to school. The impact on children in Year 5 demonstrated by children being deemed safe to use their bicycles on public roads and the road safety sessions helped to raise the profile of safety around school and when the children were not at school.</i>	<i>£250 balance bike sessions for Early Years session cost.</i> <i>£600 climbing wall cost for day of activity.</i>
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sessions run by Bolsover District. Key Indicator 5 - Team-building sessions delivered by Bolsover District Council. - Walesby Forest Outdoor residential trip. - RealPE scheme use in school. - Bolsover coaching/PE programme.	from Pupil Premium and need. RealPE provides many activities which introduce competitive elements into games across many different game types. Competition against others and against personal targets is encouraged. Input by coaches to both Key Stage 1 and 2 are planned to develop the children's ability in playing competitive sport. Key Stage 1 sessions, co-ordinated by Super Star Sports focus on	Key indicator 5 Increased participation in competitive sport.	All children accessed the team-building and co-operative games sessions in school. Selected children were able to attend the Year 6 residential. All children had first responder experience and were taught basic first aid.	See cost of Shirebrook Academy offer.
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• Children to begin to attend 'taster day' events at Shirebrook academy to start in next academic year.	<i>basic skills required for games. Bolsover coaching, for Key Stage 2 develops the children's ability in a range of games: tennis, tag rugby, football, rounders, and sports day activities.</i> <i>Currently, the school does not participate in competitive events so this will be a means to introduce children to competitive sports without placing excessive pressure on them in competition. Selected children across Key Stage 2. Key Stage 1 children will have events such as the team-building sessions and mental wellness sessions led by Bolsover to take place in school.</i>			
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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
- Mini-leaders course - Pleasley Vale Outdoor Activity Centre trips. - Climbing Wall activity day	- Children in Year 5 are prepared to run a range of physical activities for children in younger year groups when they start in year 6. This will impact the behaviour and will hopefully raise the status of physical activity in school, particularly at usually unstructured times during the school day. - All children in the school have been given the opportunity to be involved in Pleasley Vale trips which focus on physical activity and teamwork, including a variety of types of sporting activity and adventurous activity. These trips provided the children with experience of activities which they otherwise might not have been able to be involved in. These included archery, canoeing, caving, climbing and other outdoor activities. - The school hired a climbing wall for a	- The children have been trained to lead physical activities and challenges and this will begin at the start of the next academic year, when the trained leaders are in Year 6. - These trips were a successful way of encouraging participation in sport among children who did not normally choose to participate. The children engaged in activities which require specialised equipment. - This was an extremely successful

• Use of RealPE scheme to structure teacher-led PE sessions. • Competitive sports day.	day activity. All classes participated in climbing, learning about the safety elements of climbing. They learned to encourage one another and to challenge themselves to push themselves beyond their usual limits, physically and in overcoming fears. • Provide all children across the school with high-quality teaching. These sessions concentrate on basic movement skills and physical literacy. The scheme is used by all teachers in the school to deliver a broad range of physical activities, which include competitive and non-competitive elements. • Every child in the school took part in competitive events at the school sports day. Children had prepared for these events through input from teachers and coaches during term 6.	activity which all children participated in. 98% of all children climbed the wall, indicating that they were highly engaged in this activity. This will be re-booked for the next academic year, over two days so that each class is able to have longer and can build on the skills they were introduced to during this year. • The use of this scheme provides all children in the school with a base level of skill in physical activities which they then use when learning specific sports, through the sessions which are guided by the Bolsover District coaches. • Next year, the Sports Day will include a wider range of activities to showcase some of the activities the children have engaged with across the year, to make this event a celebration of the yearly sporting achievements in school.
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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?	67.2%	<i>This is a considerable improvement on the previous cohort, from 17%.</i> • A continuous swim of more than 25 metres, without touching the side of the pool or pool floor. Part of the swim should be completed in deep water. • Strokes are as strong at the end as at the start • Strokes are recognisable to an informed onlooker. <i>Pupils choose stroke and start in the water, must be relaxed</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	67.2%	<i>The percentages of current Year 6 cohort swimming ability is much higher than in the previous year, both in the basic ability to swim at least 25m and in using a range of strokes in their swimming.</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	91.2%	<i>High percentage of children able to safely performs self-rescue in the water.</i>
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	<i>Due to a relatively high percentage of children being able to swim effectively, funds from Sports Premium grant have been allocated elsewhere, instead of providing top-up sessions. This will be reviewed during the next academic year, based on the ability of the children in the next cohort, as assessed during this current year.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Nicola Walker</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Richard Campbell (Class Teacher, PE Subject Leader)</i>
Governor:	<i>Ben Wray</i>
Date:	5/7/24