



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 2025.**

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
<p>To ensure all children are participating in two hours a week of high quality PE by focusing on teacher training.</p> <p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</p> <p>Increase the number and range of activities and clubs on offer.</p> <p>Raise the profile of PE and sport across the school, to support whole school improvement by focusing on celebrating PE, PA and SS, as well as challenging attendance.</p> <p>Ensure All pupils' will be exposed to new areas of activity</p> <p>Increase the number of pupils participating in an increased range of competitive opportunities.</p>	<p>Staff Confidence data rose from 60% to 79% of staff feel confident in teaching all areas of the curriculum.</p> <p>The quality of physical Education increased from 65% to 80% of all lessons being delivered were high quality. Pupil voice data rose even further from 75% of pupils feeling that PE is always fun, to 92%.</p> <p>Lesson planning for each year's group is now available through making links with other schools, Coventry University and the PE department. Children will have access to PE lessons of improved quality. They will benefit from increased teacher confidence –due to the observations, knowledge and understanding. Top-up swimming and core swimming lessons can take place to ensure children achieve NC outcomes. Children achieve certificates when they achieve each outcome showing progression from years 3-6.</p> <p>Pupil attainment data continued to rise from 80% of FS and 70% of KS1 and 84% of KS2 achieving ARE, to 91% of FS, 89% of KS1 and 87% of KS2 achieving ARE.</p> <p>Improved skills in fitness in a range of sporting activities has been observed by Coventry University and through targeted intervention. Pupils have developed social skills outside of a classroom environment through interventions such as girl power. Mid-Assessments in June 2024 show that 89% KS1 and 87% of KS2 children are now active during lunchtimes. 84% of pupils achieve an average of 60 minutes a day 7 days a week. To achieve this, children have been learning about the benefits of physical exercise and activities to promote good mental health.</p> <p>Children learn a different range of skills with games/dance training in a fun, supportive and nurturing environment. They will have developed levels of fitness and physical and emotional wellbeing. Children will have developed improved social skills and powers of collaboration</p> <p>100% of pupils have been celebrated in our assemblies.</p>	<p>For 2023/24, some of our focuses will be:</p> <p>Continue to offer staff CPD so that 100% of staff feel confident to enjoy delivering high quality Physical Education. This will also ensure a continued increase in pupil attainment and enjoyment of PE.</p> <p>Provide even more opportunities for pupils to get active in school to ensure as many pupils as possible can achieve 60 minutes a day 7 days a week of physical activity.</p> <p>Develop an active play initiative.</p> <p>Continue to support whole school improvement through PE, PA and SS.</p>

<p>K12: Sports Coaches £2689</p> <p>K13: Raise profile of PE across school £3740</p> <p>K11: Subject leader and training £1246</p> <p>K14: Resources and equipment / swimming pool/ lunch clubs £603</p> <p>K15: Competitions and subscriptions to sport tournaments</p>	<p>2021/22 13% of pupils were regularly late to school. This has reduced to 11% in July 2023 thanks to new before school clubs. A range of clubs have been organized following pupil voice questionnaires. All pupils will have planned and experienced a broader range of new/different physical activities and sports. They will have benefited from the opportunity to find a sport that inspires, motivates and challenges them and will feel driven to continue this participation.</p> <p>Children have accessed swimming lessons with a qualified swimming instructor and most succeed in reaching the minimum of the National Curriculum expectations (see swimming data below). Subject leader monitors the impact on the SEMH groups and the least active children in terms of involvement / behavior and attainment.</p> <p>100% of KS1 and KS2 have taken part in one Intra competition. 34% of KS2 have taken part in an Inter competition. Children will have participated in competitions, competing against other schools and themselves. They will have an improved sense of sports person ship and a more determined understanding of Games Mark Values. They will understand the importance of striving to do the best for oneself.</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>To ensure all children are participating in two hours a week of high quality PE by focusing on teacher training:</i></p> <ul style="list-style-type: none"> • <i>Book in local authority courses for teachers based on confidence surveys and observations.</i> • Introduce ACTIVE PLAYTIMES from April 24 • <i>Work in partnership with Coventry University PE department.</i> • <i>Ensure coaches – Bedworth/Aspire to dance have time with subject lead to ensure children can access HQ teaching, planning and supporting resources.</i> • <i>PE resources updated to enable HQ teaching to take place.</i> • <i>Aqua Light Training Resources to be used for CDP for swimming staff/volunteers</i> 	<p>Midday supervisors at lunchtimes Pupils at the school Teaching assistants and Teaching staff at break times</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: profile of PE and sport is raised across the whole school</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Staff Confidence in September 2023 shows that 60% of teachers feel confident in teaching all areas of PE. In July 2024, 79% of staff felt confident in teaching all areas of the curriculum.</p> <p>July 2023, Lesson observation feedback showed that 65% of lessons were 'high quality'. By July 2024 80% of all lessons being delivered were assessed as 'high quality'.</p> <p>Pupil voice data in September 2023 shows that 75% of pupils feel that PE is always fun. By July 2024, this increased to 92%.</p> <p>Pupil attainment data in July 2023 showed that 80% of FS and 70% of KS1 and 84% of KS2 were achieving ARE. By July 2024, this increased to 91% of FS, 89% of KS1 and 87% of KS2 achieving ARE.</p> <p>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school.</p>	<p>£178.75 mds training £10890 resources and equipment linked to active playtimes Musical theatre and stage EYFS £316 Forest school £1817 Outdoor equipment £450</p>

<p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> • Increase the number and range of activities at playtimes and clubs on offer (Pupil Led Games, dodgeball, games, dance. Staff and child yoga club.) • Begin to adopt an Active Play approach (Increase activity levels at lunchtime and breaktime) • Implementation of new extra-curricular timetable. • Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity • Year 5/6 play leaders trained in Playground Games. CDP in active playtimes for all staff: Tas/Teachers and lunchtime supervisors. • Equipment and resources to be bought for facilitation of activity with playleaders and independent active play. • Sports Coaches to provide a wide variety of sporting activities to children as extra-curricular activities and lunchtime clubs 	<p>Teaching staff Teaching Assistant staff Sports Co-Ordinator training</p> <p>Pupils at the school</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>In 2022-2023 10% of FS/KS1 and 30% of KS2 attended extra-curricular clubs at school. Through the addition of new clubs by July 2024, 23% of FS/KS1 and 81% of KS2 have attended extra-curricular sports clubs.</p> <p>By July 2024 88% of children were physically active during break and lunchtimes. By 2025 we predict that 100% of children will be choosing to be physically active across a typical week at lunchtime on the back of the new active playtimes initiative and equipment and the playleaders active play activities.</p> <p>Taking into account the lunchtime and extra-curricular additions, on top of activity outside of school: In 2022/2023, only 68% of all pupils were active for 60 minutes a day, 7 days a week on average. By July 2024, this figure rose to 84%. We are going to challenge 100% of pupils to achieve an average of 60 minutes a day 7 days a week by July 2025.</p> <p>Sustainability: Now they are trained, MDS to continue to provide active play training to the next cohort of playleaders to allow for suitability. PE subject lead to use leadership ideas from Girl Power Project training completed this year. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. <i>Donations to support active playtimes.</i></p> <p>Primary teachers more confident to deliver effective PE and with supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming. As a result improved % of pupil's attainment in PE (see swimming data).</p> <p>Improved skills in fitness in a range of sporting activities. Team playing. Pupils have developed social skills outside of a classroom environment. See mid-assessments.</p>	<p>£99 Primary PE Conference £850 Forest school leader training course £2700 Forest school training and First Aid Course £210 Teaching Assistant training £1025 Sports Co-Ordinator time out of the classroom</p> <p>£1755 Nuneaton and Bedworth Leisure Trust £3670 Right to Wonder Dance £918 Jenny Yoga £56 superstars archery £280 Hotshots Basketball £54 Forest School Support for children</p>
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<p>Raise the profile of PE and sport across the school, to support whole school improvement by:</p> <ul style="list-style-type: none"> Celebrate and assess the whole child through Physical Education ensuring strong personal development. Continue celebrations by introducing PE and School sport to Celebration assembly every term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved. Promote physical activity outside of school and celebrate. Extra swimming lessons to support pupils at the school <p>Provide PE and Sports across the whole school</p>	<p>Pupils at the school Teaching staff Teaching Assistants</p> <p>Pupils at the school</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity</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>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>See PE attainment data (whole child) in Key Indicator 1.</p> <p>By July 2024, 100% of our pupils had been celebrated in our assemblies. This will be a celebration of the whole child – physical, cognitive, social or emotional learning.</p> <p>The newsletter's are full of information about matches/clubs/results and pupils are keen to get involved. The introduction of sway newsletters will enhance input by teachers and a new display board will help to promote and celebrate success.</p> <p>By raising the profile of PE, Physical Activity and School sport, by July 2025 we are going to challenge 100% of all pupils to achieve an average of 60 minutes a day 7 days a week. See data above in KI2.</p> <p>2022/23 13% of pupils were regularly late to school. Through the addition of new before school clubs offered, this reduced to to 11% by July 2024.</p> <p>Sustainability: Continuing to report and celebrate pupil success in assembly has no long-term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils. Fitness club will start to have a small cost to parents attending once the uptake and value in club is established.</p> <p>Children will have access to swimming lessons with a qualified swimming instructor and succeed in reaching the minimum of the National Curriculum expectations.</p> <p>All pupils will have planned and experienced a broader range of new/different physical activities and sports.</p>	<p>£1220 Exhall Grange School – pool charge £103 PPA equipment £1982 Swimming Pool instructor Resources £1908</p>
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<p>Offer a broader and more equal experience of a range of sports and physical activities to all pupils by:</p> <ul style="list-style-type: none"> Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: <i>Extra-curricular – Dance, Basketball, Football, Multi Skills, Archery, spy club, yoga, musical theatre, street dance. Additional workshops on offer – mindfulness, body strengthening and flexibility training, fitness clubs.</i> Focus particularly on those pupils who do not take up additional PE and Sport opportunities – extra pe sessions, fitness, wellbeing and mindfulness workshops. <i>Coventry University Partnership</i> <i>Top up swimming sessions</i> <i>Forest School Training and course delivery</i> Adventure and activity centers to provide a range of activities and sports to children <p>(Provide the opportunity to increase participation in sports)</p>	<p>Pupils at the school</p> <p>Pupils at the school</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Dance sessions (aspire to dance) introduced pupils from years 1-6 to a cross-curricular dance approach. 67% pupils enjoyed this cross-curricular approach. Next year, CDP has enabled class teachers to teach these dance sessions which will allow aspire to dance to focus on intra competitive dance sessions. This idea came from pupil voice and will be celebrated/judged in assemblies</p> <p>Manor Adventure and Ackers experience opportunity for all pupils in Years 5 and 6. 100% of pupils have enjoyed the experience and this will increase the number of pupils seeking active lifestyles outside of school.</p> <p>100% of pupils from Years 4-6 (top-up swimmers) enjoyed the water safety workshops as part of drowning prevention week. Next year, we will offer this to all KS2 pupils, and we predict that 100% of pupils will enjoy the experience. Due to promotions, this will also increase the number of pupils engaged in active pursuits outside of school.</p> <p>Sustainability: Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Complete PE supports this set up and guides teachers.</p> <p>Sustainability: Continue to liaise with families and pupils to ascertain the clubs and activities that pupils want to attend. Continue to provide high quality extra-curricular clubs that are parent paid and therefore do not require any funding or teacher led and so free to attend. <i>Seek opportunities for inter competitions.</i></p> <p>Improved skills in fitness in a range of sporting activities.</p>	<p>£528 Ackers adventure and coach hire</p> <p>£1200 Manor Adventure</p>
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<p>Increase the number of pupils participating in an increased range of competitive opportunities.</p> <p>Intra: Continue to drive effective house system for engaging in competition in lesson time. This means there can be an in-class competition for all classes at the end of the unit. (Focus on personal development (key life skills) through competition, bespoke to pupils needs.)</p> <p>Inter: Organise Inter competition for both KS1 and KS2.</p> <p>Team fixtures/friendly competitions and School Games competitions.</p> <p>Intra school competitions (Swimming)</p>	<p>Pupils</p>	<p>Key Indicator 5: Increased participation in competitive sport</p>	<p>In 22-23 100% of children had competed in 1 Intra level competitions. (Sports day). By July 2024 this increased for KS2 pupils to 6 Intra level competitions. We predict by July 2025 this will increase through more competitions in lesson time by celebrating learning at the end of a unit. We predict that 100% of KS1 will access 6 competitions and 100% of KS2 will access 12 competitions.</p> <p>Competitions to have a focus on success via demonstration of specific life skills and values.</p> <p>2022/23, 21% of children in KS2 participated in Inter competitions (football, swimming).</p> <p>By July 2024, 34% of KS2 had taken part in an Inter competition (dodgeball/football).</p> <p>Sustainability: Seek opportunities for Children to have increased participated in competitions, competing against other schools. Ask for staff volunteers to support BPSAA events and form more links with Exhall Grange.</p>	<p>£500 BPSAA subscription £200 Swimming Pool Gala</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>Launched active play initiative; Baseline and Mid-Assessment, Initial training, ongoing CPD, assessment, Risk Benefit Assessments, Model Policies, Parent workshops/ assemblies, Development support meetings. Storage for Resources Development of our Active Play Initiative offer ongoing Seek donations / source free items to resource</p>	<p>All staff and parents are fully aware of the research and theory behind the implementation of an active and planned approach to lunchtimes. All activities have been assessed for 'Risk Benefit'</p>	<p>An active lunchtime initiative has been introduced and Mid-Assessments shows 92% of children now enjoy their playtimes. We predict the final assessment percentages (next year – once all zones have been launched) to be higher and for this to significantly impact our children's physical and emotional development. We are constantly seeking ways to further enhance and challenge the children's outdoor learning experiences because of this.</p> <p>Next year we plan that the Whole school grounds will be available at every breaktime for every child. No 'wet' playtimes, children access outdoor physical activity every day regardless of the weather. Children will have daily access to a wide range of physical activities that they did not have access to previously: Digging Area, Tyre swings, Slide, Swings, Tree Gym, Den Building with crates, planks and tyres, Beach for digging, Mud Kitchen. Fewer incidents and accidents occur during breaktimes due to full use of school grounds and wide range of physical/ creative activities available. Children's learning behaviours following a lunchtime break are improved due to daily rigorous exercise.</p>
<p>Coventry University partnership</p>	<p>Increased ARE data and teacher confidence.</p>	<p>Continue to use planning from Coventry University and deliver in house CDP.</p>
<p>Forest school delivery</p>	<p>Practical skills assessment passed and trial sessions.</p>	<p>School development plan to embed forest school through nursery, years 4 and 5. Outdoor learning opportunities to other classes.</p>

<p>Additional clubs have been successful in targeting key children and responding to pupil voice.</p>	<p>Increased participation and fitness levels and a broader variety of clubs on offer.</p>	<p>Continue to seek opportunities by listening to pupil voice and assessment of needs. Create a new 24-25 extra-curricular club and competitive opportunity timetable monitoring. More before school clubs piloted.</p>
<p>Whole pupil celebrated in assemblies</p>	<p>100% pupils have been celebrated.</p>	<p>Continue newsletters and celebration assemblies and certificates (e.g. for competitions/swimming). Develop the display board.</p>
<p>Swimming core lessons and top-up sessions offered.</p>	<p>Data has improved for swimming achievements</p>	<p>Continue top-up swimming sessions and create a timetable for water safety lessons.</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?	87%	<i>Some pupils have attended fewer swimming lessons than others due to injuries. Low fitness and strength levels have also been a barrier to achieving 25m. Extra strength, flexibility and fitness classes have also been offered to these key children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	84%	<i>SEMH children have had low confidence levels, for example with going on their back although adult support in the pool has supported this. Some children had had a fear of water due to not attending swimming when younger due to the pools being closed (covid).</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>87 %</p>	<p><i>Top-up swimming sessions have enabled an extra opportunity for children to be taught how to perform self-rescues in Year 6</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>Top-up sessions have been offered for pupils in years 4, 5 and 6 that did not meet National Curriculum requirements after the completion of core lessons.</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>	<p>In-house CDP was delivered to staff who support swimming lessons regarding: assessment information, planning, risk assessments and associated policies.</p> <p>Aqua light training has been booked for 13/11/24 for life saving qualification. This works on a two-year cycle and will be for three staff members. Costs are estimated at £492.48.</p>

Signed off by:

Head Teacher:	<i>Stacey Rutherford</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lucinda Cullinane</i>
Governor:	<i>Dave Groves</i>
Date:	15/07/24