



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
Youth Activators ran a lunchtime club from September to February.	Less active children were heavily involved in the lunchtime club. We also saw an increase in children mixing between year groups. The year 5/6 children were particularly helpful at encouraging the younger children to join in. This not only ensured more children were being active but also helped to increase their confidence with sport/games.	
A designated space was provided for children to use the skipping ropes. Provide new ropes/hoops.	Children were showing increased movement during the winter months using the skipping ropes, particularly those less active (do not attend clubs after school etc) Children from all years were playing together to jump rope and were more active than usual when restricted from using the field by the wet conditions.	
Refurbish outdoor learning area, including the provision of suitable equipment to promote active outdoor learning by KS1 pupils.	KS1 pupils are spending an increased proportion of their day in less sedentary activities. Activities that were previously completed sitting down indoors are now completed standing up in the outdoor learning area.	
Cycle proficiency training for Y6 pupils.	We saw a slight increase in the number of children travelling to school in an active way. We also found that children that do not live within walking distance would be dropped off further away from school and then	

<p>Participated in walk to school week and the 'sustrains' walk and wheel.</p> <p>Exposure to a range of sports and PE activities to reinforce how the school values (courage, resilience, integrity and compassion) are a valuable moral framework that can be transferred to other contexts</p> <p>Make explicit the relationship between our learning dispositions (resilience, reciprocity, reflectiveness and resourcefulness) and success in sport and PE.</p> <p>Continue to be a part of and use North Oxfordshire School Sports Partnership (NOSSP).</p> <p>Use the newsletter, school website and a notice board in school to actively celebrate children's sporting achievements.</p> <p>PE lead received advice and support from NOSSP leadership, developing provision across school in line with best practice.</p> <p>CPD for staff in dance and gymnastics.</p>	<p>continued their journey on foot. This meant that although they did not walk/cycle all the way to school, some of their journey was still active.</p> <p>Pupils enjoy and engage well in both intra and inter school competitions. Children have started to share their ideas on what other events we could hold that would motivate them.</p> <p>The children are proud of their achievements and enjoy seeing themselves in the newsletter and on the website. This helps to increase participation and motivation.</p> <p>NOSSP leads coming into our school to run intra competitions was beneficial for children's self-belief and confidence. Year 3 and 4 reported that they felt more confident going to the Quadkids festival as they had had time to build upon the skills required, with the sports coach beforehand.</p> <p>Children are able to extrapolate from, for example, the resilience and repeated practice needed for completing Launton Laps, to the resilience and practice needed for success in learning times tables thoroughly.</p> <p>Children are proud of their achievements.</p> <p>It has helped to encourage and motivate the children to take part in sports both at school and outside of school. Publishing our individual and school achievements on our school website also helps us to communicate with parents. This has also enabled us to achieve a gold in the School Games Mark.</p> <p>HC has many ideas going into the next academic year on how we can ensure girls feel that are able to share football space on the field equitably with boys and how we can make changes to provide them with more opportunity to play football.</p> <p>ECTs feel more confident in teaching dance and gymnastics. The lessons are well planned and executed due to the teachers understanding more fully the progression of dance throughout the school and what skills children need to learn and practise in order to be successful in this area of physical education.</p>	
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<p>Children accessed a range of after school clubs throughout the year.</p> <p>Signposting children to clubs and strengthening the relationship with local sporting clubs.</p> <p>Provided intra school competitions.</p> <p>Provided children with new opportunities including for outdoor adventurous activities.</p> <p>Children developed confidence to compete individually and in teams in competitive sport.</p> <p>Sustained and developed participation in Inter school competitions through the NOSSP partnership and with local schools</p>	<p>An OAA inspired afterschool club during term 5 resulted in an increase in children with SEND joining after school sports.</p> <p>Athletics club saw an increase in different children participating in a club who have not attended previously.</p> <p>The whole school took part in national school sports week in addition to all children fulfilling their 30 active minutes each day. This not only meant children were spending more time being active, it also helped the school to achieve a gold in the School Games Mark 2023.</p> <p>All children across the school have been able to take part in intra school competitions which has increased enjoyment and motivation in many. NOSSP coming to the school to run PE sessions where they could build and practise specific skills subsequently required for competitive sports helped to boost confidence, motivation and determination. It also allowed opportunity for children to build upon and develop many skills including orienteering, increasing stamina and determination, resilience and showing compassion to others (sports day).</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
Utilize the expertise of a qualified sport and health coach to work in school with staff and pupils to develop activities focused on health and wellbeing.	Pupils and staff.	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	Once new initiatives are embedded, school staff will oversee them to ensure future sustainability.	£9,848
Membership of North Oxfordshire School Sports Partnership	Pupils and staff. The whole school community.	<i>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key indicator 2 -The engagement of all pupils in regular physical activity</i>	Raise the profile and the importance of moving to stay fit and healthy. Help the children to find mechanisms to incorporate a greater degree of movement into their daily lives. Develop physical literacy across the school.	£2,200
		<i>Key indicator 5: Increased participation in competitive sport.</i> <i>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	School will benefit from networking opportunities for staff to build confidence and knowledge. Mechanisms and habits will become embedded to ensure all pupils live happy and healthy lives. Provision of more support for young people’s mental health and well-being.	

<p>Develop and embed the provision of Orienteering in KS1 and KS2</p>	<p>Pupils</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</i></p>	<p>Participation in a School Games programme of competition, festivals, and appropriate opportunities that both links to and complements the Oxfordshire School Games County offer.</p> <p>Active lesson times will contribute towards to 'active 30'. Children will benefit from increased enjoyment in learning and moving their bodies. Orienteering will be well embedded in the school day, ensuring sustainability.</p>	<p>£400</p>
<p>Provision of Forest School activities for EYFS through further staff training</p>	<p>Pupils</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 2 -The engagement of all pupils in regular physical activity</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>Active lessons contribute towards active 30. Learning outside contributes to overall wellbeing. Learn new life skills that can be transferred to their wider learning.</p>	<p>£400</p>

Continue to provide opportunities for competitive sport against other local schools	Pupils	<i>Key indicator 5: Increased participation in competitive sport.</i>	Increased confidence at participating in sport at competition level, to encourage healthy lifestyles.	£1000
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<p><i>Provision of opportunity to take part in a variety of sports/activities, beyond PE/sports lessons, including school sports week (orienteering, obstacle course, golf). NOSSP sport leaders coming to school to run sessions in lacross, ultimate Frisbee and American football.</i></p> <p><i>Provision of new equipment to provide more opportunity for children to do sport/PE, including hockey sticks, football and yoga mats.</i></p> <p><i>Provision of equipment for the playground and field to help keep children more active during break times (skipping ropes, football goals).</i></p> <p><i>Provision of a greater range of equipment for EYFS to engage them in physical activity and to promote gross motor skills (eg a system of balance beams nursery and for reception pupils, to promote core strength and coordination, and tricycles for gross motor development).</i></p> <p><i>Provision of yoga mats for the outdoor area to promote movement breaks, yoga for PE lessons and to provide opportunity to try new sports.</i></p> <p><i>NOSSP partnership has enabled all children to participate in competitive sport.</i></p>	<p><i>Children can develop their skills in a variety of sports. They learn how to transfer their skills between sports. Confidence in trying new sports to contribute to a healthy lifestyle.</i></p> <p>Increased variety in PE lessons with the equipment to teach different sports. Children can use sport equipment during break times to encourage them to move more and practice skills.</p> <p>94% of children in EYFS are achieving the ELG for gross motor skills.</p> <p>Whole school had opportunity to participate in school sports. Increases confidence in children playing sport in school and out.</p>	
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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%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>92%</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>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>Yes.</p>	<p>Two teachers successfully completed Level 2 School Support Teacher of Swimming training, in addition to the two qualified swimming teachers employed for school swimming lessons.</p>

Signed off by:

Head Teacher:	<i>Jane Paterson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Harriette Heath</i>
Governor:	<i>S Wakelin</i>
Date:	3/7/24