



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
Launch of the new PE vision, children being active at least every 60 minutes, whether this is through the PE lessons themselves, the relaunch of the daily mile, clubs, break and play times or classroom exercises.	This helps the learning within the classroom, children are more alert and are generally more active throughout the day. All staff are aware of the role of physical development and wellbeing across the school which has helped to embed a consistent approach.	Target completed
Introducing play leaders to help support the outside play provision, these are trained by the sports manager and support both KS1 and KS2.	The play leaders help support play throughout lunchtimes and ensure equipment is put out at the beginning of lunchtimes and put away at the end. The impact of this is that more children are active at lunchtime and play with freedom. Having extra responsibilities supports the children's self-esteem, confidence, social skills, language and interaction skills. These children model learning and how to complete sporting activities.	This year we will embed the role of the play leaders to ensure they support the outside play provision.
Offering of free clubs after school every day, these are provided by sports manager and Premier Sports – these are across Infant and Juniors.	Offering a range of free clubs gives the children enrichment opportunities and allows them to continue to develop physical skills, communication and interaction. The range of clubs offered allows the children to try something new. The fact the clubs are free means any child can access these activities. Children who receive the pupil premium grant are prioritized and encouraged to participate. They are also offered the opportunity to attend a second club if there are spaces.	We will continue to offer a range of clubs for free.
Sports Council/Sports minster role – lead by Sports Manager and working in conjunction with the Pupil Parliament.	The children to have more control and help with decision making over the sports offered, PE lessons and playtimes in school. They understand they have a voice over these elements and have a better understanding of how	We will continue to embed this target for the next academic year as well as introducing a play

	democracy works in deciding these specific areas.	committee to our pupil parliament.
Achieve Gold School games mark award for Junior School and Infants.	Achieving the Gold School Games Mark shows what we are offering and doing within our sports and PE structure and what we are working towards.	We need to maintain this award and work towards the Platinum Award.
Continue to develop the range of PE activities across the school and allow for more experiences in PE lessons.	We have worked with Premier sports and other external agencies to help deliver a broad and balanced PE curriculum. Pupil voice surveys have shown that the impact is that the children are more confident in all lessons and sports when they are undertaking them, particularly if this occurs outside of school. As a school we ensure children have to access sports and experiences that they would not normally have the opportunity to experience; it may inspire individuals to take these up later in life or outside of the school environment.	This target will always be ongoing.
Two fully funded sports trips each school year for both schools.	These trips have provided the children with inspirational opportunities to experience somewhere they have not been before. Trips like Wimbledon and Silverstone are carried out so children can experience venues and events that inspire them in sport. Enrichment and experiences help support all areas of the curriculum. The Silverstone trip was been completed with Year 5 and included 5 parent volunteers. Feedback from parents and children was incredibly positive. It also aligns with their Science topic on forces.	The two trips will happen again next Year for KS2. We also aim to introduce at least one trip for KS1.
Continue with the joint school sports partnership programme.	The partnership programme allows us to enter tournaments both in school and locally. Competition is healthy for children and being part of this partnership allows us to compete with local schools in a variety of sports. Competing in these sporting competitions helps develop confidence and self-esteem as well as understanding and managing emotions through the experience of competition, upcoming tournaments across the school year such as football, cricket and finishing off with the Year 6 games.	We will continue to take part in the school sports partnership events and aim to take part in more events this year.
Whole school sports days/events across both schools that involve working with parents and the community.	Whole school sporting events allow the children, parents and staff to work together and share an experience in school. It develops the confidence in children and increases happiness in school. It also allows parents to contribute to the children's learning in school and shows that the school wishes to work with all parents.	In future we want to develop this further by organising one event per term.
Develop the outside area across the two schools to mirror play that supports communication and interaction between children – new resources for both playgrounds and across the main field to support active play.	Children: <ul style="list-style-type: none"> - Have better mental health - Are more physically active - Develop social and emotional skills 	This target will always be ongoing.

	<ul style="list-style-type: none"> - Are more resilient and have better self-worth - Are more creative - Will connect with other children of all ages 	
Work with OPAL to develop staff awareness, support site development and create policies linked to risky play and outdoor play all year round.	Staff are more aware of the types of play and encourage children to be physically active at lunchtimes. All year groups mix and spend more time playing together which has enabled them to develop their social skills. Children have learnt to manage their own risks. Being active for one hour a day means children learn better over time, physical exercise and being physically healthy has increased awareness in lessons and learning. Working with OPAL means our play lead and sports manager has access to high quality CPD.	This target will always be ongoing.
To continue with the development of links with Well school's movement and Youth sports trust and form a partnership link with other national schools sharing a similar approach to PE and outdoor play.	Being linked to the Youth sports trust, healthy schools and well school's movement means that the schools have access to the latest research and development in relation to PE and all it encompasses. It also ensures we are working closely with schools who are nationally recognised as being innovators and leaders in these areas. We work with other local and national schools to share expertise, training and initiatives that could be used in each other's schools.	This target will always be ongoing.
To ensure the schools grounds are maximised to their full potential we are looking at Orienteering. This cross-curricular approach supports the school's vision of accessing outside learning as well as supporting the physical wellbeing of children. Mike Mullen BMX Training in September.	More children are now riding to school, we have had to move and get a bigger bike rack which is no outside main office.	We aim to implement the orienteering programme over the next academic year.
CPD for sports manager, ensure that the sports manager is up to date with relevant training and has opportunities to extend their own PD.	Our sports manager met with the sports manager at another school to discuss orienteering and other sports projects. This helped to build the sports manager's knowledge and enable him to leave a PE legacy at Broughton Schools. The sports manager completed football management and sports coaching awards through OPEN study college. The impact of this is that he developed his knowledge and confidence in teaching sports within the schools.	This target will always be 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
Embed the role of the play leaders to ensure they support the outside play provision.	Sports manager, play lead and all staff who do a play duty	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport activities. Play leaders are empowered and are give responsibility for the play equipment and activities that are offered.	
Continue to offer fully funded extra-curricular clubs to all pupils.	Sports manager, SLT, Pupil Premium Champion and the office team	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	All children have equally opportunities when it comes to accessing extra-curricular activities. It also provides them with the opportunity to access a wide range of sports and activities.	£6000
Introduce a play committee to the pupil parliament.	Play lead and SLT	Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	This gives our pupils ownership and responsibility over PE within our school. This, alongside pupil voice, helps us to ensure we take into consideration the pupils ideas, opinions and ambitions in regards to sports.	
Achieve the gold school games mark for both the Infant and Junior Schools.	Sports manager and SLT	Key Indicator 2: Engagement of all pupils in regular physical activity	The schools game mark is recognition of all the hard work we put into PE and	

		<p>Key Indicator 3: Profile of PE and sport is 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>Sports as a school. We want to be a role-model for other schools in the area.</p>	
<p>Continue to develop the range of PE activities across the school and allowed for more varied experiences in PE lessons.</p>	<p>Sports manager, SLT, Pupil Parliament and the bursar</p>	<p>Key Indicator 1: 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>We offer a wide range of activities because we want to ensure we inspire all children to want to be physically active. We know children that are physically active have better mental wellbeing.</p>	<p>£2000 for resources</p> <p>£18000 for Premier Sport to deliver PE lessons/staff training</p>
<p>Continue to fund sports trips to inspire our children.</p>	<p>Sports manager, SLT and the bursar</p>	<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>We offer experiences that some children would not have the chance to experience if we did not offer this as a school. As with the previous action, we know not all children like the standard sports school offer so we try to offer experiences that are different.</p>	<p>£2000</p>
<p>Attend events led by the school sports partnership.</p>	<p>Sports manager and class teachers</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>Give as many pupils as we can, the opportunity to experience a competitive sporting environment.</p>	<p>£1800 partnership fee</p> <p>£1000 for travel expenses</p>
<p>Plan at least one sporting event (other than sports day) which involves parents or the local community.</p>	<p>Sports manager</p>	<p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Parents/carers witness the sporting opportunities that we offer. We want parents/carers to see their children enjoying being physically active in school as this will motivate them to give their children these</p>	

			opportunities outside of school too.	
Ensure resources are available at playtimes which engage and encourage the children to take part in physical development.	Play lead, team of play leaders, SLT and the Pupil Parliament	Key Indicator 2: Engagement of all pupils in regular physical activity	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in activities that require them to move around.	£2000 for resources (as above)
To continue with the development of links with Well school's movement and Youth sports trust and form a partnership link with other national schools sharing a similar approach to PE and outdoor play.	Sports manager	Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	As a school we aim to ensure we utilize the benefits offered by working with these organisations to ensure the profile of PE and Sport at Broughton Schools is high.	£225 for Youth Sports Trust membership
Ensure the schools grounds are maximised to their full potential by introducing orienteering and outdoor lessons.	Sports manager, play lead, site manager, Geography lead, Forest School teacher and SLT	Key Indicator 2: Engagement of all pupils in regular physical activity Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Pupils are active during Forest School sessions as well as other lessons that link to orienteering. This again will help with our goal of more pupils meeting their daily physical activity goal.	
CPD for sports manager, ensure that the sports manager is up to date with relevant training and has opportunities to extend their own PD.	Sports manager and SLT	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement	The sports manager is up to date with the latest methods, pedagogy, training available and pupils experience the best PE lessons we can offer them.	£1000
Offer swimming lessons to KS2 pupils	Sports manager	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key Indicator 2: Engagement of all pupils in regular physical activity	Staff and pupils have increased knowledge of the teaching of water safety and swimming and as a result improved % of pupil's attainment in PE.	£6020

		Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils		
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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

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?	85%	Some of our children never go swimming or attend swimming lessons outside of the lessons offered by school which has had an impact on their ability to swim confidently and proficiently.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	65%	The majority of children can use front crawl and backstroke but a small minority struggle with other strokes such as breaststroke.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>All children complete at least 2 water safety lessons and if they weren't able to perform safe self-rescue, they would have to do further sessions.</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>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>All members of staff that accompany children to swimming lessons complete either a Level 1 or 2 teaching swimming qualification and there's also the option to do top-up courses.</p>

Signed off by:

Head Teacher:	Charlie Reed
Subject Leader or the individual responsible for the Primary PE and sport premium:	Ryan Hearn
Governor:	James Ferris – Chair of governors 
Date:	7th March 2024