



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

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
1. Strengthen Links with Arches-School Games Partnership.	All areas of PE and Sport- • CPD for teacher-KI1 • CPD for TA/lunchtime supervisors. • Leadership for PE coordinator-KI3 • links with other schools-KI4 • Increase sports participation in purpose built venues-KI5 • lunchtime clubs/after school clubs-KI4/5 • Network to forge links with other sporting opportunities.	<i>KI 1: Increase confidence and skills of all staff in teaching PE and sport.</i> <i>KI 2: Engagement all of pupils in regular physical activity.</i> <i>KI 3: The profile of PE is raised across the school as a tool for whole school improvement.</i> <i>KI 4: Broader experience of a range of sport and physical activities offered to all pupils.</i> <i>KI 5: Increased participation in competitive sport.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	£3,040

2 Buy into Get Set for PE	<i>Supports the deliver and teaching of PE in a progressive way.</i>	<i>KI 1: Increase confidence and skills of all staff in teaching PE and sport.</i> <i>KI 4: Broader experience of a range of sport and physical activities offered to all pupils.</i>	<i>This scheme will ensure skills are taught correctly and in a progressive way.</i> <i>It ensures sustainability as CPD is based around this scheme- team taught.</i>	£550
3. Cultural capital- Provide children with opportunities above and beyond their home experiences.	<i>Dance at the Octagon theatre</i> <i>Bike ability</i> <i>Attending large venue events</i>			£316

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
1. Get set for PE scheme	Progressive and quality resources for teachers to teach from.	This has been a successful document as it equips teachers with the tools and skills to deliver all of the children quality PE lessons. CPD with Arches has also been around the delivery of high quality PE lessons using this documentation.
2. Arches Partnership Games –Silver Package	Link for PE lead Additional support in terms of whole school CPD.- twilight with AWB After school clubs Active Archie experience for Y2 Arches Dance opportunity. Enhanced sports day using two coaches for the full day. SSGO- contact throughout the year.	This package ensure Hucklow keeps PE and Sports as a high profile subject. The subject leader has a contact to ensure we can access all additional opportunities available to us.

3. Arches additional CPD	One or both teachers in the following year group have had 1:1 CPD with an Arches coach and their class. FS2 (one teacher) Y1 (one teacher) Y3 (both teachers) Y4 (one teacher) Y5 (both teachers) All staff in the Integrated resource have had training and support for the whole year- (SEN focus) IR children have had targeted support all year (SEN focus). One Y6 visually impaired student had 3 half terms of 1:3 PE sessions with a PE coach.	CPD for SEN teachers/TA has been a priority this year. It has had a positive impact upon both the staff and pupils involved.
4. Children have attended more competitions this year- intra and inter	Intra school competition- Y3-Y6 football competition Autumn 1 at the end of a unit. Y3-Y6 hockey competition Spring 1/2 at the end of the unit. Y3-Y6 Euros competition end of Summer 2	This provides an end outcome for the skills taught during the curriculum time.

5. Children have experiences of sport and PE outside of Hucklow School.	Inter school competition- Y5 Athletics –Autumn 2 Concorde Sports Centre. Y5 Dodgeball- Spring 1 Concorde Sports Centre. Y5 Basketball- Summer 2 Arches Partnership Games. Y6 Tag rugby- Summer 2 Arches Partnership Games. Year 2 Active Archie- multi sports at Concorde Sports Centre Spring 1. Year 2 Octagon Dance festival at The Octagon theatre Spring 2. Year 5 Concorde Sports Centre Athletics and Dodgeball. Year 5 and 6 Concorde Sports centre: Arches Partnership Games: Swimming Street dance	This gives the children opportunities to experience sport and competition away from the school environment. This focused on the pupil premium children across year 2. This gave a class the opportunity to learn and rehearse a term a half term of dance skills and performance in a theatre to a large audience. Iyt also allowed children to appreciate dance from a range of other groups. Competition for a group of children that display skills to compete. A group of children that took part in competitions basketball and tag rugby. A group of children that took part in tater
--	---	--

	Gymnastics Archery Tag rugby Basketball	sessions.
6. In school additional opportunities	Y1 –Bikability session	Y1 children had an opportunity to learn a new skill.
	Y3- cheerleading from SHU students	Y3 students had an opportunity to apply their gymnastic skills from their curriculum session to cheerleading.
7. Sports leaders.	Y6 students lead a sport day sessions for Years 1-4.	Developing leadership and officiating skills in Y6 children.
8. Sports Days	Sports Day for Y3-6 combined progressive athletic skills and a Intra school football competition.-Arches sports coaches supported AWB in the delivery of this.	Whole school celebration and application of skills from the year.
	Sports Day for FS2-Y2 all had progressive athletic skills and had a sports coach	Competition- teams

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</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	
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>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Angela Walker-Baxter Year 2 teacher and PE coordinator</i>
Governor:	<i>(Name and Role)</i>
Date:	