



# 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
School Games Mark Gold to be achieved.	School will have a clear culture of PESSPA and children will benefit physically and mentally from a broad and balanced range of experiences and opportunities.	School Games Mark Gold achieved. Hollingwood Family Fun has been a huge success and has brought our school community together. Families enjoyed being physically active together.
Have a range of equipment available which encourages physical activity and play at breaks, lunchtime and fun time Friday session.	Children engage in meaningful and active play.	Children have benefitted from a range of equipment and resources. Bronze Young Ambassadors have ordered equipment to enhance physical activity. New equipment was needed for new weekly inter-house competitions 'Varsity'.
Variety of sports to be offered and used as part of the rewards system to maximize the profile of PESSPA and expose children to a range of different sports, e.g bowling, ice-skating.	Children will view participation in sport as a great opportunity and associate sports with positivity.	Children have been motivated by sporting opportunities and experiences. This approach has been particularly powerful with some of our disadvantaged children who have been able to experience a variety of sports and explore

<p>Bronze Young Ambassadors/Sports mini leaders training.</p> <p>Children to have appropriate sports clothing and equipment required for events.</p> <p>Renewal of Membership for Real PE to enhance PE curriculum.</p> <p>Staff twilight for orienteering CPD.</p> <p>School to have a two-year affiliation package with SHAPE (Sporting partnership) in order to offer and deliver a broad experience of sports, activities and events.</p>	<p>Children actively encourage their peers in engaging in meaningful and active play.</p> <p>Barriers will be removed for children to be able to take part in desired sports and events.</p> <p>Staff feel confident in their delivery of the PE curriculum. Evidenced through staff questionnaire.</p> <p>Staff will be confident in delivering quality first teaching of OAA.</p> <p>Broad, balanced and targeted events will be offered. Clear intents will exist for events. Subject leader will be supported to develop PESSPA throughout school.</p>	<p>undiscovered interests and talents.</p> <p>Weekly BYA meetings have taken place and have maximised physical activity. Role of a play leader could enhance this further next year to ensure child leadership skills are given the opportunity to fully flourish.</p> <p>Ordering shin pads meant we were able to set up a Hollingwood Girls football team and compete as well as a boys team to give equal opportunities and grow a positive culture of girls football.</p> <p>Cartographer mapped out school. Controls positioned around school.</p> <p>Children have had a range of opportunities to engage in experiences and events wider than our local area. Competitions and events are targeted specifically to needs of the children to give a positive experience. Affiliation maximised over the year.</p>
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<p>Bikeability and balance ability sessions for Reception children, Y1/2 Y3/4 and Y5/6.</p>	<p>All children well-skilled in appropriate level of Bike training. To be further developed next year.</p>	<p>All Reception and Y6 received bikeability. Teacher release was needed to ensure inclusion, additional cover costs were needed.</p>
<p>Afterschool and lunchtime clubs to offer extra-curricular opportunities.</p>	<p>Children to have opportunities to engage in a range of sports over the year. Linked closely to local clubs to inspire children to take up sport in personal lives.</p>	<p>Afterschool and lunchtime clubs have offered a broad range of extra-curricular opportunities including yoga, football, basketball, cricket, dance. Clubs have had an additional cost.</p>
<p>To travel to local events to compete with other schools in the area.</p>	<p>Children to access a broad and balanced range of opportunities and events.</p>	<p>Due to increase in fuel costs, more money to be put aside for travel next year.</p>

## 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>To offer quality PE, physical activity and sporting opportunities to all children in school through affiliation with SHAPE (SSP).</p>	<p>Pupils – as they will benefit from the broad and balanced range of opportunities and events. Subject Lead – as they will have specialist support in embedding a culture of PESSPA</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</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 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children will engage in targeted PESSPA opportunities with clear intent to ensure long-lasting positive relationships with being active are established.</p>	<p>2 year affiliation (£2592) £1296 per year</p>

<p>Introduce lunchtime sport sessions/activities for pupils.</p>	<p>Lunchtime supervisors / TA play leader, teaching staff, coaches - as they need to lead the activity. Pupils – as they will take part.</p>	<p>Key indicator 2 -The 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£1000 costs for additional credits with SHAPE partnership to source external providers to run a weekly lunch time club throughout the year.</p>
<p>To develop the fundamental movement skills and children’s physical literacy as early as possible.</p>	<p>Pupils – as they will benefit Teaching staff – as they will promote it</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The 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>Children will develop their gross motor skills to enable them to access a wide range of sports as they grow older.</p>	<p>£1000 for staff CPD, balance bikes and SSP physical activity days</p>
<p>To have equipment which enables high quality PE to be taught and maximise physical activity during play times.</p>	<p>Pupils – as they will use it Teaching staff – to be able to deliver high quality PE Midday supervisors/play leaders –</p>	<p>Key indicator 2 -The 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>Children will receive high quality teaching and learning and have resources which enable them to develop their skills.</p>	<p>£2500</p>
<p>To develop child</p>	<p>Pupils – as they will lead and benefit from it</p>	<p>Key indicator 3 – The profile of PE</p>	<p>Children will develop their</p>	<p>£1500 in staff release</p>

<p>leadership opportunities in PESSPA to maximise participation at play times.</p>	<p>TA (Play leader) – as they will facilitate it and run weekly meetings to support the children</p>	<p>and sport is raised across school as a tool for whole school improvement</p> <p>Key indicator 2 -The 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>confidence and competence to motivate their peers and lead physical activity.</p>	<p>time to attend training and run weekly meetings, TA time as play leader to facilitate pupil leadership</p>
<p>To offer a broad range of extra-curricular afterschool sports clubs.</p>	<p>Pupils – as they will attend and benefit from them Teachers/TAs/External providers – as they will run them</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across 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>Key indicator 5: Increased participation in competitive sport</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>Children will be exposed to a range of different sports to foster individual interests and talents. Some clubs will link directly to external pathways to encourage out of school pursuance of these talents.</p>	<p>£2500 for resources, staff time and external providers</p>
<p>To provide a variety of opportunities for</p>	<p>Pupils – as they will attend events and benefit from them</p>	<p>Key indicator 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</p>	<p>Children will attend targeted events that will</p>	<p>£3500 in transport to different</p>

<p>children to participate in competitive sporting opportunities.</p>	<p>Staff – as they will organise logistics for events and supervise</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>have a positive impact on children’s views and relationships with PESSPA to further motivate and inspire them.</p>	<p>competitions/events, cover for staff release and buying any kit/equipment needed to remove barriers for children</p>
<p>To ensure a quality PE curriculum is delivered to all children to maximise progress.</p>	<p>Staff – as they will deliver the curriculum Pupils – as they will benefit from it</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</p>	<p>Children will receive 2 timetabled lessons of PE per week that are delivered to a high quality.</p>	<p>£800 Real PE membership</p>
<p>To promote safe active travel to and from school.</p>	<p>Staff – as they will promote it and lead initiatives</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>	<p>Children will be more likely to meet the active 60 minute agenda.</p>	<p>Bikeability through SHAPE affiliation</p>
<p>CPD for targeted teachers to support the</p>	<p>Teachers</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers will be more confident to deliver effective PE supporting</p>	<p>£2000</p>

<p>planning and delivery of PE.</p> <p>To maximise opportunities for children to engage in intra and inter house competitions through development of facilities.</p> <p>To gather pupil voice to enhance current practice and develop a positive culture of PESSPA.</p> <p>To expose children to a variety of different sports to spark new interests and develop cultural capital.</p>	<p>Pupils – as they will use the resources/equipment and areas to access the competitions</p> <p>Pupils – as their voices will be heard Staff – as they will conduct the pupil interviews</p> <p>Pupils – as they will experience different opportunities</p>	<p>Key indicator 2 -The 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 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</p> <p>Key indicator 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities</p>	<p>pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of attainment in PE.</p> <p>Children will have access to areas that enable them to participate in competitive opportunities.</p> <p>Children will influence the provision so that it meets the needs of them and is inclusive of all learners.</p> <p>Children will know about a range of sports and develop individual interests and talents. Children will be given experiences to develop</p>	<p>£2000</p> <p>£200 in resources/staff release time</p> <p>£350</p>
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		offered to all pupils.	their cultural capital.	
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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>Offered quality PE, physical activity and sporting opportunities to all children in school through affiliation with SHAPE (SSP).</p> <p>Introduced lunchtime sport sessions/activities for pupils – weekly lunch time club led by SHAPE and trained sports/mini leaders have delivered games during every lunch time to KS1 and KS2 using high quality equipment. Developed child leadership opportunities in PESSPA to maximise participation at play times.</p> <p>All reception children trained in balance-ability to promote the development of gross motor skills as early as possible.</p> <p>Offer a broad range of extra-curricular afterschool sports clubs driven by pupil voice. Pupil premium children have been offered clubs free of charge.</p>	<p>Children have engaged in targeted PESSPA opportunities with clear intent to ensure long-lasting positive relationships with being active are established.</p> <p>More pupils have been meeting their daily physical activity goal with more pupils encouraged to take part in PE and Sport Activities.</p> <p>Children have developed stronger gross motor skills to enable them to access a wide range of sports as they grow older.</p> <p>Children have been exposed to a range of different sports to foster individual interests and talents. Some clubs have linked directly to external pathways which have encouraged out of school pursuance of these talents.</p>	<p>Continue our affiliation with SHAPE in the future.</p> <p>Dojos have been awarded to incentivize being active at lunch times – however long term goal is that children take part due to growing knowledge of how it will help them in their later life.</p> <p>Ensure Y4 and Y6 receive bikeability next year (Level 1 and Level 2).</p> <p>Gather pupil voice via school council to plan extra-curricular afterschool sports clubs for next academic year.</p>

<p>Provided a variety of opportunities for children to participate in competitive sporting opportunities.</p> <p>Ensured a quality PE curriculum, including swimming has been delivered to all children to maximise progress through regular, on-going staff CPD.</p> <p>Promoted safe active travel to and from school.</p>	<p>Children have attended targeted events that have had a positive impact on children's views and relationships with PESSPA.</p> <p>Children have received 2 timetabled lessons of PE per week that are delivered to a high quality due to ongoing staff CPD, updating knowledge of strong PE planning and utilising resources and equipment.</p> <p>There was an increase in percentage of children meeting the 60 active minute agenda through incentivising active travel.</p>	<p>Ensure we book onto a range of events/opportunities to appropriately target different groups of children.</p> <p>Explore further staff CPD in gymnastics, bouldering and swimming to strengthen teaching and learning within PE.</p> <p>Continue next year.</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?	65%	<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]?	65%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>99.5%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>	

Signed off by:

Head Teacher:	<i>Chris Stewart</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lauren Robinson (Sports Co ordinator)</i>
Governor:	<i>Richard Cope</i>
<i>Date:</i>	<i>25.7.24</i>