



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 2024



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
Improve physical activity at playtime and create a culture of adventurous play in our school.	All staff received training to understand the benefits associated with more free and potentially risky play. Everyone was enthusiastic about the rationale and the types play that could be offered.	Regular training will be required to maintain enthusiasm but also to ensure that new staff are also up to date.
All staff are confident delivering PE to a minimum of a good standard in all areas. All staff are confident in accurately assessing children in PE.	8 members of staff from years 5,4,2 and a coach have received CPD this academic year. This has been in gymnastics, athletics, badminton and dance. As a result staff are able to deliver lessons to a minimum of a good standard as well as differentiation to ensure that all pupils make good progress. Alongside this there has been a focus on assessment ensuring that accurate formative assessment is used to drive progress by being able to adapt plans to meet the needs of the children.	Due to the broad range of sports on offer and therefore skills CPD will remain in place for the next academic year.
Children are offered a range of activities to find a sport that they love	Children have spoken positively about their experiences as have the teachers involved. The children loved the colour run and the bubble football was incredibly popular. Bubbles could be	Although the children loved these activities, we have managed to run many of them internally this year, demonstrating sustainability.

	<p>purchased by the school going forward as a reward that could help drive whole school improvements. The workshops enhanced the knowledge of year 5 pupils about healthy lifestyles including diet and not just the impact of physical activity.</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>Improve physical activity at break and lunchtimes and create a culture of adventurous play in our school.</p> <p>Smooga system purchased to enhance playtimes.</p> <p>OPAL play are to deliver play training to staff and stakeholders of the school to ensure 'play' becomes embedded in our culture. In order for this to be fully implemented resources will need to be purchased.</p>	<p>Observations show that the children are more active and there are many less children in the 'quiet' area. The children have a wider range of activities to choose from and this has meant less focus on football alone. Some children have reported feeling 'free' and that they are less 'frustrated' as there are 'less rules' and more things to do. The children have also loved being able to play with children from a wider age range. It is important to note that this is a long-term project and it will most likely be in the next academic year before we see the full benefit of this project.</p>	<p><i>Key Indicator 1</i></p>	<p>To ensure sustainability training will need to be given to members of staff in many areas of the school. This will be needed to be revisited on a regular basis and new members of staff trained in September 2024.</p>	<p>£2992.50</p>

<p><i>Mental Health Wellbeing Annual Subscription</i></p>	<p>Physical activity based sessions that prompted well-being. This will be timed alongside Children's Mental Health Week to promote this and the link between physical and mental health. An assembly will be delivered and workshops available for classes.</p>	<p>Key Indicator 2</p>	<p>This will help get the children ready for learning in a fun and engaging manner. This coincides with areas of the curriculum such as healthy eating in science and PSHE and can be referred to. Display material has also been in each classroom to achieve sustainability in the knowledge of the children.</p>	<p>£100</p>
<p>Staff to continue using Get Set 4 PE. All staff to use the resources provided to support adapting lessons to meet the needs of the pupils in their class. In doing so, teachers will improve their PE knowledge and understanding.</p> <p>CPD for staff. Support teaching staff who are less confident in teaching PE to an outstanding level. In-house and external CPD will be offered.</p>	<p>Teaching staff will feel more confident when delivering lessons. Pupils will receive a consistent curriculum with progression and higher quality PE lessons.</p> <p>Teaching staff develop their ability to teach good quality PE lessons where children are active, safe and engaged. Improve their confidence in delivering lessons and differentiating when needed. Pupils will receive higher quality PE lessons from well-informed teachers.</p> <p>More opportunities to Early Years children to be active throughout the school day.</p>	<p>Key Indicator 3</p>	<p>Through the use of the planning and resourcing, subject knowledge will strengthen. New teachers will be given an overview of Get Set 4 PE by PE lead and the teacher as well as the opportunity to team teach alongside this.</p> <p>All staff who have had CPD will develop their skills and their confidence to deliver good quality PE, sports and playtime activities. This will be further developed through the help of PE coaches in school.</p>	<p>£439.58</p> <p>£6970.00</p>

	Support staff will gain more confidence supporting the delivery of PE and will build a wider bank of ideas to support children in the playground when on lunch duty.			
<i>Enrichment and wider curricular activities. Pupils will have opportunities to participate in a range of enrichment activities.</i>	Children will be given opportunities they can't access within the current PE curriculum. These will include: <ul style="list-style-type: none"> <li>• Beatboxing and breakdancing</li> <li>• roller skating</li> <li>• skateboarding</li> <li>• Boccia</li> <li>• Boxing</li> <li>• tennis</li> <li>• lawn Bowls</li> </ul>		Children from years 3,4,5 and 6 will have all accessed enrichment activities. We will ensure that these take place at local sports centers to build relationships that children can continue to access outside of school. Skateboards will be purchased to remain in school.	
Access to enough high-quality resources for all children during PE sessions to promote active engagement and enjoyment.	Appropriate and a range of equipment means that the children can be differentiated for and make greater progress.	Key Indicator 4	Children will have greater outcomes and take a greater enjoyment in sport as result. Staff will receive CPD with a focus on differentiation and how to maximise the equipment and its appropriate use.	£1435.93

<p><i>Increase the number of children participating in competitive sport.</i></p>	<p>Children having more opportunities in the Netball and football league as well as tournaments in netball, football, hockey cross-country, athletics.</p> <p>KS2 children having greater opportunities to participate in competitive inter-school sport.</p>	<p>Key Indicator 5</p>	<p>We will take part in a large amount of tournaments and leagues. Please see attached the LTP and Offering for 2023-2024. We will use facilities at secondary schools, using indoor netball courts, sports hall facilities, 4G football pitches and astro turf pitches along with an Athletics stadium for an academy event (Julie Rose Stadium, Ashford). We will also host our own athletics event with trophies, stadium hire, specialist coaches and GB athletes. All children from years 4 and 5 from across The Coppice Trust will be attending.</p>	<p>£12243.18</p> <p>Total: £24,181.19</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>Improve physical activity at break and lunchtimes and create a culture of adventurous play in our school. Smooga system purchased to enhance playtimes.</p>	<p>Key Indicator 1</p> <p>It has been noted that there is a greater range of activities taking place at playtimes as football does not dominate the space. Children have commented that they feel more comfortable at play times and feel safer. Adults have mentioned the reduction in behavior incidents arising from football and even how pleasurable it has been to watch the children play football.</p>	<p>To ensure sustainability and to enhance this further going forward, outreach work from Maidstone United is being explored with a focus on sportsmanship and etiquette rather than skills.</p>
<p>OPAL play are to deliver play training to staff and stakeholders of the school to ensure 'play' becomes embedded in our culture. A purpose-built mud kitchen is to be installed but the installation date is yet tbc.</p>	<p>Key Indicator 1</p> <p>Observations show that the children are more active and there are many less children in the 'quiet' area. The children have a wider range of activities to choose from such as digging in the mud, playing with tyres and climbing trees. This has meant less focus on football alone. Some children have reported feeling 'free' and that they are less 'frustrated' as there are more things to do. The children appear to take greater risks and assess situations for themselves that otherwise would have turned to an adult for.</p>	<p>There is a significant level of staff turnover taking place from this academic year to the next and therefore fresh training will need to be delivered to staff. It is important to note that this is a long-term project and it will most likely be in the next academic year before we see the full benefit of this project.</p>
<p>Upskilling of all staff who deliver PE. This will include HLTAs, class teachers and PE lead.</p> <p>Term 1- team teaching- with PE teacher Year 4 Term 2- Year 1 Gymnastics (Moonstone) CT Term 2- Year 5 Gymnastics (Amethyst) CT ECT Term 3- Year 1 Dance (Moonstone) CT</p>	<p>Key indicator 3</p> <p>Loose Primary School have focused on each year group having CPD in the form of observing PASS, team teaching and leading either part or whole</p>	<p>All staff who have had CPD will develop their skills and their confidence to deliver good quality PE, sports and physical activity. This will be further developed through continuity in the scheme of work we use and further team</p>

<p>Term 3 - Year 5 Gymnastics (Amethyst) HLTA Term 4 – Year 6 x2 Dance</p> <p>Term 5 –Year 6 x2 Badminton</p> <p>Term 6- Reception Fundamental skills/ ball skills/ PD Audit</p>	<p>lessons. This have benefitted the staff by increasing their subject knowledge across 1 or 2 sports and supporting their ability to deliver lessons confidently.</p> <p>Term1- Gymnastics &amp; Dance team-teaching to develop subject knowledge and confidence. Lessons were observed as well as team teaching taking place. We looked at how to use apparatus effectively and using higher attaining students to model skills, in particular rolls.</p> <p>Term 2/3 -Year 1 Gymnastics &amp; Dance. CT observed a sequence of Gymnastic lessons and their subject knowledge increased substantially. She was able to confidently lead small group activities within lessons. We looked at how to assess children and their progress and how to develop those more able students. We looked at class management and H &amp; S when using apparatus. CT prepped for all lessons and grew in confidence adapting lessons to suit the needs of the class based on their previous PE experiences in Reception. CT was able to assess the development of the children from the beginning to the end of the term in order to inform future planning and teaching in the next gymnastics unit.</p> <p>In dance, we looked at how to incorporate music in to dance lessons and introducing counting the beat to young children. We looked at how to teach a short routine through part, part, whole teaching. We focused on incorporating a theme into the lesson as a hook for the children. CT learnt how to use effective questioning to assess the knowledge as well as the physical ability of the children.</p>	<p>teaching from n0house coaches and the subject lead.</p>
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Term 2- Year 5 Gymnastics, CT (ECT)- Class teacher observed and team-taught a sequence of gymnastics lessons. Each lesson the CT took on an activity to lead gaining confidence in her ability and subject knowledge. We looked at the use of a range of equipment for rolling and balancing. CT learnt how to organise a class using a circuit of activities. We looked at class management when using apparatus stations, setting up and putting away. CT observed how to support rolling using a range of equipment differentiated for different abilities. CT practiced supporting forward rolls and log rolls. CT led several warm-ups recapping the previous lessons objectives. CT learnt how to use confident and more able children to model activities to show good form. CT learnt how to develop HA children (Elite squad gymnast) by assessing their ability and giving them challenges to create sequences rather than individual rolls.

Term 3 – Year 5 Gymnastics, HLTA- Focus on how to set up and manage the use of apparatus in a small space. HLTA developed subject knowledge including how to safely set up a carousel of activities. HLTA was given small groups activities to lead each lesson.

Term 4/ 5- Year 6 Badminton & Dance - CT and PPA teacher

We looked at the children taking on the role of coach, athlete and umpire/referee in Badminton and the dancer, coach and choreographer role in Dance. Staff have been able to see how to differentiate lessons and adapt where needed. All staff in Year 6 led differentiated activities to suit the ability of each child, this approach ensured all children made progress during each lesson in Badminton. CTs secured knowledge in the best way to organise the children and equipment when limited on space.

All staff have improved their subject knowledge and feel more confident to demonstrate and teach different dance steps and shot in Badminton. Staff are also now more confident to revisit activities or skills if they feel the children are not ready to move on. Staff have experienced how to differentiate activities using different equipment in Badminton. In Dance, staff worked together at how to manage different groupings of children. Staff were able to observe how to record dance choreography and counting the beat to support the development of children's routines. All staff feel more confident in at least two sports and are confident in how to organise PE lessons going forward.

	<p>Term 6 -Reception - PD audit. Fundamental skills PD audit on equipment and opportunities for gross motor skills. List of opportunities to develop PD passed to EYFS team These include the rotation of equipment across the year to ensure age-appropriate development of gross motor skills. Opportunities discussed to develop the bike area, balance bikes and trikes to add in extra challenge by creating tracks, roundabouts and ramps.</p> <p>Worked with one experienced CT and one ECT. Both staff observed PASS teaching a whole lesson. We looked at class management, organisation, pacing of lessons and differentiation, following instructions and use of space. Staff have also team-taught activities.</p>	
<p><i>Enrichment and wider curricular activities. Pupils have had opportunities to participate in a range of enrichment activities.</i></p>	<p>Key Indicator 4</p> <p>Every child from Year groups 3-6 got at least 2 enrichment activities in and out of school.</p> <p>Feedback from staff and parents:</p> <ul style="list-style-type: none"> <li>- My child absolutely loved it, huge thanks for organising and giving my child this opportunity.</li> <li>- My child has loved skateboarding, thank you.</li> <li>- What you arranged for the children was amazing, seeing different children shine.</li> <li>- Thanks for the tennis enrichment it was brilliant for the children.</li> <li>- Thank you so much for giving yr4 Boccia</li> </ul>	<p>We aim to offer the same projects but introduce an element of CPD for staff alongside them, meaning in future they can be delivered internally and potentially become a part of our curriculum.</p>

and breakdancing at the YMCA they had a great time.

- Just wanted to say it is encouraging and exciting to see Loose introduce skateboarding, a unique element to the physical education and sports sessions for year 5. This variety has enhanced X's enjoyment in PE over the last few weeks. X has informed me that a photograph was taken of him on Friday performing an ollie move on his skateboard, which may be displayed at school and possibly shared on Twitter. We would greatly appreciate the opportunity to view this photograph, as it is delightful to see X happy and enthusiastic.

## 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?	No data available.	The Year 6 cohort has in their time at Loose demonstrated overall competence among students, with most participants showing improved skills and confidence in the water. However, specific statistical data on their performance is not available at this time. This absence of detailed metrics can be attributed to the recent transition to a new swimming provider, which has led to a temporary disruption in the systematic recording and reporting processes previously in place. All efforts were made to contact previous providers.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?]	As above	<i>As above</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	Data not available	<i>As above</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?	No	Plans to incorporate Y6 swimming and catch up for years 4-6 are in place to ensure swimming is at least in line with national figures.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use qualified swim school staff to provide swimming lessons for children.

Signed off by:

Head Teacher:	<i>Trevor North</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emma Wood</i>
Governor:	
Date:	11/07/24