



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) Please see previous Impact Report:

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: As in previous years we feel that the following key areas need to be developed within school to increase school participation levels. These include:

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.

Key areas include:

1a) providing targeted activities or support to involve and encourage the least active children

1b) encouraging active play during break times and lunchtimes

1c) establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered adopting an active mile initiative

1d) raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

2a) encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)

2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school

2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Actioned and funded as above.

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

4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities

4b) partnering with other schools and clubs to run sport activities and clubs

4c) providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Key indicator 5: Increased participation in competitive sport

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact? Make sure your actions to achieve are linked to your intentions:	Key indicator to meet	Impacts and how sustainability will be achieved? Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Cost linked to the action

<p>A range of lunchtime clubs are developed to enable all children and in particular those targeted children to be able to have active physical activity for an additional 30 minutes.</p> <p>Lunchtimes clubs are developed by Sports Coach Bristol Sport and clubs include targeting deliberately those children who do not take part in active physical exertions aside from PE lessons in school.</p> <p>Cross- Country club is also provided for both KS1 and KS2 on Monday after school which will enables children to be active physically.</p> <p>School are working in partnership with OPAL co-ordinator (Outdoor Play and Learning) to make playtimes more enjoyable but also to develop the physical activity that the children are involved in through the use of loose parts play.</p> <p>OPAL play is enabling children to develop their</p>	<p>All children across the school will have access to physical activities every lunchtime if they wish to.</p> <p>Vulnerable children will be identified to be involved in Sports Clubs that will be again run by Bristol Sport.</p>	<p>2 a – Children engage in leadership activities with older year groups such as Year 5 and 6 enabling them to ‘lead’ younger year groups as part of their lunchtime work.</p> <p>2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching</p> <p>2c) increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <p>2c) providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school</p> <p>2d) hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>4a) introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities</p> <p>4b) partnering with other schools and clubs to run sport activities and clubs</p> <p>4c) providing more (or broadening the variety of) extra-curricular activities after</p>		<p>£25 x 4.25 hrs a week x 39 weeks – lunchtime clubs provided by Bristol Sport: = £4,143.75</p> <p>Coaching provided by Bristol Sport £10,000</p> <p>Storage and purchasing of Lunchtime play equipment.</p>
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<p>own imaginative play, which is also enabling them to develop their own physical activity.</p> <p>PE funding used to ensure all children are able to access clubs and develop their physical and mental health well-being- key focus for this academic year.</p> <p>Sports Week will be held in June 2024 – and introduce the children to sports and games which they may not have had opportunity to do so yet.</p> <p>Through PE premium funding links are made with external providers such as TPS, Shine Wraparound Care and Bristol Sport to develop additional sporting extra-curricular clubs.</p> <p>Additional extra-curricular sessions are developed that have not been used before.</p> <p>Children at St.Helen’s are involved in every competitive festival that is developed by Yate SGO (School Games Organiser) , Kwik Cricket</p>		<p>school in the 3 to 6pm window, delivered by the school or other local sport organisations</p> <p>Key indicator 5: Increased participation in competitive sport</p>		
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competitions held by GCCC.				
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		2b) embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching		
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<p>Year 6 children are trained to work in leadership roles when classes can be combined.</p> <p>Equipment is placed outside to enable children to engage in physical play which is purchased using some of the PE funding to increase participation.</p> <p>Children are encouraged to engage in more physical play by utilising the loose parts play.</p> <p>Sports coach is employed from Bristol Support.</p> <p>Coaches work alongside the class teacher to develop teachers CPD in order to develop the subject knowledge and skill set to deliver high quality PE outdoor Games lessons.)</p> <p>To support the provision of KS1 children Sports Coaches will target extra-curricular clubs aimed at Year 1 and 2.</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

Swimming Data to be completed in June 2024 once swimming has been completed.

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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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:	Kelvin Chappell Head of School
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lottie Paul PE leader
Governor:	To be looked at, at next available Curriculum and Standards Meeting in December 2023.
Date:	September 2023