



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
Maintaining and growing Barmby Moor's engagement in PESSPA and our provision of sixty minutes of physical activity for every pupils. A clear focus on particular transition points within the school. Create positive experiences that support the character development of young people. Advocate to key stakeholders how PESSPA makes a meaningful difference to the lives of children and young people, including engaging and educating parents. Assessment of PE to be improved Provide pupils with the opportunity to experience a wide range of different sports and activities. Create positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of our young people and has a clear intent.	All pupils achieve 30 minutes per day and 60 minutes is encouraged outside of school day. Y6 pupils are supported with their transition to secondary. Personal development of pupils. Parents and governors informed. OTrack introduced to improve assessment and tracking. Children are able to access a large range of different activities. All pupils have the opportunity to participate in competitive sport.	What will we keep doing? • 30:30 model • Big Wheel and Walk • Active 60 Bags • Y6 leadership • Transition activities for Y6 • Questionnaires for sports clubs • School/sport council with advocacy • PESSPA board • Fortnightly and monthly newsletters • Termly PESSPA updates to governing board and governing meetings • OTrack procedure using formative assessment tools. • Continued monitoring by PESSPA leader. • Skill based units rather than sports based units for LTP and MTP. • Enrichment activities through PE lessons. • Coaches to provide an additional extra-curricular club each week. • Personal challenge

		• House competitions • Extra-curricular clubs mapped to inter-school competitions Next steps? • Implement a timetable for support staff to deliver playground games following their recent training • Apply for Platinum once five consecutive golds have been achieved. • Increase the use of Seesaw and social media to promote PESSPA. • Create opportunities to allow parents to participate in physical activity with pupils. • PESSPA leader to hold staff to account when units are not assessed. • Children given opportunity to reflect after each inter-school competition.
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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
To allow opportunities for spiritual development through PESSPA. 1. Spiritual development tasks and opportunities woven into long term and medium term planning. 2. Subject leader to deliver training to teaching staff on spiritual development through PE lessons 3. Measurement of impact assessed and next steps planned 4. Children given opportunity to reflect on inter-school competitions	SLT Class teachers Pupils PESSPA leader RE leader	Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.	<i>No impact as of yet - SLT and RE lead to work in partnership to achieve moving forward.</i>	Leadership time £2,676 Collective Worship time Staff meeting time

To further develop assessment of PE to secure progression for all pupils. 1. Subject leader to deliver training to teaching staff on assessment expectations for PE using Otrack; registers provided to external coaches so that PPA PE sessions can be assessed 2. In order for staff to act upon formative assessment observations, subject leader to deliver 'needs basis' training to teaching staff on differentiation during PE sessions where staff can request in advance which areas (e.g. gymnastics) they need support with 3. Subject leader to analyse formative PE data for the year to set targets and next steps for pupils to secure individual progress	Subject leader Class teachers First Steps - sports coaches	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff meeting time used to deliver training to teaching staff on assessment expectations and how to use OTrack to record assessment data at the end of a unit focus. Assessment proformas created and shared with external coaches so that PPA PE sessions can also be assessed. Subject leader provided opportunities for 'needs basis' training to support teachers in differentiating PE lessons to allow all pupils to make progress. Subject leader analysed PE data at the end of the year to allow next steps for cohorts and individuals to be planned into the long term plan for the following academic year. E.g our striking and fielding unit for LKS2 will have a much heavier focus on developing basic throwing and catching as this is something they struggled with in KS1. Subject leader promoted accountability within staff. Regular reminder emails and offers of support to prompt	Staff meeting time Leadership time £2676
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			completion of assessment data at the end of each unit of work. Worked in close liasion with school business manager to contact external coaches when data wasn't provided.	
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To improve staff confidence in delivering PESSPA. 1. Refresher on 30:30 scheme and Active 60 'take home' bags with teaching staff during staff meeting 2. Timetable for support staff to deliver playground games 3. Monitoring of quality and frequency of playground activities being led by support staff (following training in summer 2023) 4. Subject leader to lead training on playground games and expectations for break time staff, based on needs highlighted in spring observation	PESSPA leader Class teachers Support staff Lunchtime supervisors Pupils	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Staff meeting time used to refresh existing staff and new staff on the implementation of the 30:30 scheme within school. This has been followed successfully across school. Active 60 bags from SSP have been reintroduced with training on how to use them. Classes have been using these throughout the Summer term. Subject leader involved in creation of playtime rota to allocate a member of staff to leading and supervising playtime games. Subject leader created a resource of games for staff to use to boost confidence in leading. Support staff offered training on leading games at playtime. <i>Next steps – formal training planned into the academic year rather than providing opportunities for staff to select to increase uptake</i> <i>Next steps – subject leader to complete more lunch duties to model the expectations for lunchtime staff and to try and start shifting the culture of lunchtimes/playtimes</i>	Leadership time £2676 SSP membership £515 Active 60 Bags Playtimes Staff meeting time
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Maintain Barmby Moor's engagement in PESSPA and our delivery of 60 active minutes for every child. 1. Continuation of 30:30 2. Continuation of Active 60 Bags going home 3. Promote Big Wheel and Walk	Teaching staff Pupils Parents	Key indicator 1: The engagement of <u>all</u> 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	Continuation of 30:30 and Active 60 bags to encourage 30 minutes within school and extra time outside of school. Parents invited to participate in extra-curricular activities (but there was low uptake). There was parental engagement during Daily Mile during Comic Relief week. Nationwide initiatives encouraged and followed e.g. Path to Paris, Mini London Marathon and Big Pedal. Before school extra-curricular clubs organized and led by subject leader throughout the academic year. <i>Next steps – informal opportunities planned into the academic year to encourage physical activity with parental involvements</i>	Active 60 bags Letters Collective Worship time SSP membership £515 First Steps £694.45 Football £8.10
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Continue to create positive experiences to ensure physical activity and competition provision is designed to reflect the motivation, competence and confidence of our young people and has a clear intent. 1. House competitions to be arranged and carried out throughout the year 2. KS2 Pupils invited to participate in inter-school 3. Extra-curricular clubs to allow pupils to practice prior to competitions	PESSPA leader Class teachers Pupils Parents	Key indicator 5: Increased participation in competitive sport	Personal challenges and house competitions planned into PE curriculum planning across school to give all children the opportunity to experience different forms of competition. This also included 'Reframing' principles to focus the attention of some competitions from winning to celebrating values such as perseverance and resilience. KS2 pupil participation within after school inter-school competition. Unfortunately, we have been unable to attend competitions which occur during the school day. Extra-curricular clubs were planned and scheduled around the competition calendar to allow pupils the opportunity to practice. Children given the opportunity to reflect on their participation within competition through written comments for displays and for the school newsletter. <i>Next steps – certificates and awards to bring more focus to house competitions and personal challenge; bigger</i>	PE lessons Enrichment mornings/afternoons e.g. Sports day Extra-curricular club time - staff time/volunteering SSP membership £515 First Steps Team Teaching £694.45
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			<i>celebration of these achievements whether they are wins or personal development points such as teamwork</i> <i>Next steps – plan reflection on competition into PE lessons to provide teaching staff with easier opportunities to guide pupils to reflect on their participation</i>	
Maintain a clear focus on transition points within school. - Y3 and Y6 pupils to receive priority invites for competitions to aid transition - Y6 pupils to participate in inter-school events to aid transition - Opportunities for Y6 pupils to lead	PESSPA leader Y3 and Y6 pupils	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	<i>Y3 and Y6 pupils prioritized for competitive events against other schools to aid in transition. Y6 given regular opportunities throughout the year to develop leadership and team work skills e.g. potted sports, sports day and residential.</i>	Extra-curricular time - staff time/volunteering
Continue to advocate to key stakeholders about PESSPA. - End of term report for governors each term - shared in meetings - Monthly wellbeing newsletters shared with parents - Use of Seesaw to promote PESSPA	Class teachers Parents Governors	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Subject leader creation of end of term report for governors to update them on developments within PESSPA. Subject leader creation of monthly wellbeing newsletter which is shared with parents. Highlights opportunities to be	Leadership time £2676

			active such as clubs within school as well as family walks which can be completed within the local area. Seesaw used to share PE lessons and extra-curricular clubs within school. <i>Next steps – informal opportunities planned into the academic year to encourage physical activity with parental involvements</i>	
Gain Platinum award status. 1. 30:30 case study completed and sent off	PESSPA leader	Key Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.	<i>Gold applied for and awaiting invitation to submit platinum award case study.</i>	Leadership time £2676 SSP membership £515

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
To further develop assessment of PE to secure progression for all pupils. Maintain Barmby Moor's engagement in PESSPA and our delivery of 60 active minutes for every child.	First Steps are now more involved in the assessment of PE (for the lessons which they cover) which allows for more accurate assessment of units across the year. All children at Barmby Moor participate in a minimum of 30 minutes physical activity per day. Parents receive a monthly newsletter which promotes the importance of physical activity outside of school and this provides ideas such as local walks. Active 60 bags in each class promote physical activity over weekends.	School business manager has been in contact via email on occasion when data hasn't been provided on time.

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?	100%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	88%	
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	Local authority instructors at leisure centre teach swimming lessons.

Signed off by:

Head Teacher:	<i>Jamie Baxter</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jamie Baxter</i>
Governor:	<i>Shaun Williamson</i>
Date:	22.07.24