



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 |
|--|---|---|
| <ul style="list-style-type: none"> All pupils participate in 2 hours of PE per week. All pupils engage in physical activity at school and in after school clubs. Qualified coaches to work with teachers on their CPD to increase confidence, knowledge and skills for teaching PE. Pupils given opportunities to try a range of new experiences. Pupils attend a variety of competitions and festivals at varying levels of ability in the local area and at schools in our collaborative. | <ul style="list-style-type: none"> Pupils develop their skills, knowledge and motivation by being physical and active. They understand the impact of physical activity on their physical and mental health; they are alert, focused and ready to learn. Dream Big coaches and teachers engage pupils in a wide variety of sport and activity during PE lessons. After school clubs offer mini multi sports, dance, trampolining & gymnastics. Teachers more confident in teaching a wide range of PE/sport and using specific sports equipment. Pupils are inspired to succeed and excel in sport and other physically-demanding activities. Pupils are physically confident, build character and embed values such as fairness and respect. | <ul style="list-style-type: none"> Pupil voice survey shows pupils enjoy PE. Improvements made to PE Passport so continuing with this as PE planning. Pupils experience a wide range of sport and activities. Feedback from staff shows the PECS programme and Teacher Mentoring has increased their confidence and knowledge for teaching PE. Pupils are keen to try new activities. This will continue but through the Rochdale School Games next year, offering pupils an even wider range of experiences. |

Key priorities and PlanningPup

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>All pupils participate in 2 hours of PE per week. Active lessons, active brain breaks, lunchtime activity and increased outdoor activity.</p> <p>Timetabled 2 hours PE lessons for each class delivered by teachers and Dream Big coaches. Teachers use a variety of online platforms to 'Be Active' in the classroom and PE Passport for curriculum lesson coverage. EYFS have access to continuous outdoor provision.</p> | <p>Teaching staff, Teaching Assistants, Dream Big Coaches, Lunchtime Organisers and all pupils.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all pupils 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 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>More experiences including being active outdoors. Pupils develop their skills, knowledge and motivation by being physical and active. They understand the impact of physical activity on their physical and mental health; they are alert, focused and ready to learn.</p> | <p>£300 - PE Passport £380 - 5-A-Day Fitness</p> |
| <p>Qualified coaches to work with teachers on their CPD to increase confidence, knowledge and skills for teaching PE and dance - focusing on teacher's particular areas for development, eg. inclusion of SEND pupils, challenge for gifted and talented pupils, ideas for starters/warm ups.</p> | <p>Teaching staff, Teaching Assistants, Dream Big Coaches and all pupils.</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Teachers more confident in teaching a wide range of PE/sport and using specific sports equipment. As a result, pupils receive a high-quality PE curriculum that inspires all pupils to succeed and excel in sport and other physically-demanding activities. With continued funding, this high quality provision can continue.</p> | <p>£6,839.98 - Dream Big Sports</p> |

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| <p>Replace and replenish resources and equipment to ensure pupils' experiences of PE, Sport and physical activity are of the highest quality.</p> | <p>Teaching staff, Teaching Assistants, Dream Big Coaches, Lunchtime Organisers and all pupils.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all pupils 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 the school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Dream Big coaches and teachers engage pupils in a wide variety of sport and activity during PE lessons. After school clubs offer mini multi sports, dance, trampolining & gymnastics.</p> <p>Teachers and coaches deliver quality lessons with resources and equipment that provides challenge, motivates and allows pupils to develop substantive and disciplinary knowledge.</p> <p>Lunchtimes and outdoor playtimes are enhanced with resources and equipment to promote activity.</p> | <p>£6,224.80</p> |
| <p>Timetabled Commando Joes sessions for all pupils throughout the year. Enhance and extend these experiences with more physical activity both indoors and out.</p> | <p>Teaching staff, Teaching Assistants, Dream Big Coaches, Lunchtime Organisers and all pupils.</p> | <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Pupils develop resilience, excellence, self-awareness, positivity, empathy, communication and teamwork skills following the RESPECT framework.</p> | <p>£2,000 – subscription £801.03 – resources and equipment</p> |
| <p>Attend all Connect Collaborative sporting events.</p> | <p>Teaching staff, Teaching Assistants and all pupils.</p> | <p>Key Indicator 5: Increased participation in competitive sport.</p> | <p>Pupils attend a variety of competitions and festivals at varying levels of ability in the local area and at schools in our collaborative. Pupils are physically confident, build character and embed values such as fairness and respect.</p> | <p>£452.10 – transport to events</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 |
|---|---|--|
| <ul style="list-style-type: none"> Qualified coaches to work with teachers on their CPD to increase confidence, knowledge and skills for teaching PE and dance. Timetabled Commando Joes sessions for all pupils throughout the year. Enhance and extend these experiences with more physical activity both indoors and out. Attend all Connect Collaborative sporting events. | <ul style="list-style-type: none"> Being a partner school with Dream Big continues to have a positive impact. Children enjoy their lessons and staff are consistently keeping their skills and knowledge up to date. Commando Joes is becoming more embedded, with children responding to the RESPECT framework. Pupils are physically confident, build character and embed values such as fairness and respect. | <ul style="list-style-type: none"> This quality provision will continue with continued funding. Next year we are going to work with Dream Big and our Teaching Assistant's CPD. Additional resources will enable further success with this. Children will have opportunities to explore and be active using their knowledge of missions. We attended all events, some were unfortunately cancelled as it has been difficult to organise and run all events. Moving forward, we are joining the Rochdale School Games. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 51% | Covid impact – pools closed and waiting lists for swimming lessons outside of the ones school provide have been, and are still, extremely long. A high number of our families don't access swimming regularly based around culture. The cost-of-living impact has resulted in less uptake in swimming. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 47% | Covid impact – pools closed and waiting lists for swimming lessons outside of the ones school provide have been, and are still, extremely long. A high number of our families don't access swimming regularly based around culture. The cost-of-living impact has resulted in less uptake in swimming. |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>53%</p> | <p>Classroom based learning covers some of this learning but practical learning gives more experience.</p> <p>Covid impact – pools closed and waiting lists for swimming lessons outside of the ones school provide have been, and are still, extremely long. A high number of our families don't access swimming regularly based around culture. The cost-of-living impact has resulted in less uptake in swimming.</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>No</p> | <p>We will look at doing this for future cohorts.</p> |

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| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | We follow a swimming programme provided by our local swimming pool, delivered by qualified instructors. |
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Signed off by:

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| Head Teacher: | <i>Rachael Bentham</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Vicky Whelan |
| Governor: | <i>Sue Moore Holmes (Chair of Governors)</i> |
| Date: | 22/07/24 |