



# 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
<ul style="list-style-type: none"> <li>● Increased levels of fitness and activity.</li> <li>● Greater engagement in physical activity amongst children.</li> <li>● Greater structure to play activities in the playground.</li> <li>● PE and Sport coordinator to oversee and coordinate whole-school approach to PE and sport.</li> <li>● Increased profile for PE and Sport around school.</li> <li>● Focused teaching and development of key skills within PE lessons, led by a specialist coach from Newcastle United Foundation.</li> <li>● Teachers observe the teaching of these skills.</li> <li>● Greater variety of activities experienced within lessons.</li> <li>● Adventurous activities integrated into the KS2 curriculum: Yr4 and Yr6 residential.</li> </ul>	<ul style="list-style-type: none"> <li>● All children in school had access to at least one physical education session with Newcastle United Foundation over the course of the academic year.</li> <li>● Extra-curricular sports clubs led by Newcastle United Foundation and local coaches were offered free of charge.</li> <li>● All children in KS2 have regularly walked for their swimming lessons rather than take a coach (a total distance of approximately 2 miles)</li> <li>● All children in KS1 and Early Years have taken part in Forest School sessions.</li> <li>● Dance and athletics lessons were delivered to all children in LKS2 and UKS2.</li> <li>● Children had the opportunity to take part in regular, age appropriate competitive games within their PE lessons.</li> <li>● Specialist coaches delivered PE curriculum alongside teachers.</li> <li>● Teachers observed the specialist coaches to learn techniques and teaching methods for PE, especially sports / techniques they are not familiar with.</li> <li>● Greater variety of activities experienced within lessons; these tended to be skills based. Teaching staff were given the opportunity to observe the specialist teaching in PE sessions on a weekly basis.</li> <li>● PE lessons in dance and gymnastics delivered across all key stages, rather than historically just KS1. This allowed teachers to observe new skills and techniques.</li> <li>● Level of challenge in sessions increased, especially for the more-able.</li> </ul>

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| <ul style="list-style-type: none"><li>● All children in KS2 have access to age appropriate, competitive sports.</li><li>● Bus for competitions outside of Alnwick.</li><li>● Subscription to School Games and competition fees.</li><li>● To attend a range of competitive and non-competitive sporting activities throughout the year between year groups and with other schools.</li></ul> | <ul style="list-style-type: none"><li>● Local cricket coach Tom Vickers delivered cricket sessions to KS1 and UKS2 during the summer term, as well as a well-attended after-school club.</li><li>● Children in Year 5 were all offered the opportunity to take part in at least Level 1 Bikeability training, thus increasing their confidence in riding a bike.</li><li>● Children in Year 4 visited Ford Castle for a 3 day, adventurous activity residential using ziplines.</li><li>● Children in Year 5 visited Druridge Bay for a day learning how to use paddle boards and kayaks.</li><li>● Children in Year 6 were given the opportunity to attend a 3-day adventurous activity residential trip.</li><li>● NUF coach staff held football matches during lunchtimes for children in KS2 in the summer.</li><li>● Competitive Sports Days were held for children in Early Years, KS1, LKS2 and UKS2. These had a focus on personal challenge (Early Years and KS1) as well as being competitive (KS2).</li></ul> |
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## Key priorities and Planning

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 improve existing playground activities and provision to encourage and increase daily activity, fitness and behavior.</p>	<p>Lunchtime supervisors. Year 4 Playground Leaders Pupils – as they will take part.</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 the 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£3000</p>

<p>All children have the opportunity to take part in high quality PE sessions, led by specialist teachers.</p>	<p>Teaching Staff  Pupils – as they will take part.</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 the 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>Teachers are more confident to deliver effective PE lessons and extracurricular clubs.</p> <p>Learning and progress to be accelerated in those lessons run by the specialist coaches.</p>	<p>£12,000</p>
<p>To increase participation in age-related competitive events and festivals.</p>	<p>Pupils accessing competitions and festivals.</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 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>Participation in School Games events and festivals run by NUF</p>	<p>£1700</p>

<p>Pupils from KS1 – UKS2 have the opportunity to take part in adventurous activities.</p>	<p>Pupils accessing the adventurous activities.</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 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils are given the opportunity to take part in age-related, adventurous activities, to improve their resilience and confidence.</p>	<p>£2000</p>
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## Key achievements 2023-2024

Activity/Action	Impact	Comments and Next Steps
<p>To improve existing playground activities and provision to encourage and increase daily activity, fitness and behavior.</p>	<ul style="list-style-type: none"> <li>● Purchase football nets and equipment.</li> <li>● Year 4 Playground Leaders were trained.</li> <li>● CPD for member of staff overseeing Playground Leaders.</li> <li>● Extra curricular sports clubs offered to children across KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>● Children are taking part more readily in organised games at lunchtimes and break times.</li> <li>● Playground leaders are now taking an active role in organising and running their own games, overseen by a dedicated member of staff.</li> <li>● Uptake of extra-curricular clubs has been good, especially in KS1.</li> </ul>
<p>All children have the opportunity to take part in high quality PE sessions, led by specialist teachers.</p>	<ul style="list-style-type: none"> <li>● Specialist coaches from Newcastle United Foundation delivered a high quality, skills-based PE curriculum, 2 days per week.</li> <li>● Children in KS1 and LKS2 had dance and gymnastics lessons with specialist coaches.</li> <li>● Children in KS1 and LKS2 have had cricket lessons with a local cricket coach.</li> <li>● Children in KS2 had rugby sessions with a specialist coach from Newcastle Falcons.</li> <li>● Clubs run by specialist coaches offered to all children in KS1 and KS2.</li> </ul>	<ul style="list-style-type: none"> <li>● Learning and progress was accelerated in those lessons taken by specialist coaches. Children were then able to apply the skills they had learnt to other PE sessions.</li> <li>● Next, consider moving back to sport specific lessons in UKS2 (rather than skills based sessions) to give children the opportunity to apply their skills to games, ready for transition to secondary school.</li> <li>● Continue to develop links with local external coaches and clubs.</li> <li>● Investigate the possibility of Newcastle Falcon rugby sessions in PE.</li> </ul>



		<ul style="list-style-type: none"> <li>● Increase the range of sports offered throughout the school.</li> </ul>
To increase participation in age-related competitive events and festivals.	<ul style="list-style-type: none"> <li>● Subsidised transport costs so children can attend festivals and competitions.</li> <li>● Gold School Games Mark achieved.</li> <li>● Least active / DA / Thrive children had the opportunity to take part in festivals, which increased their confidence and resilience.</li> <li>● The Year 4 girls football team took part in a competition at NUFC training ground.</li> <li>● Pupils from across KS1, LKS2 and UKS2 took part in NUF football festivals and competitions.</li> <li>● Children from Years 4 and 6 took part in Quad-Kids athletics competition.</li> </ul>	<ul style="list-style-type: none"> <li>● Children have enjoyed taking part in competitions and festivals.</li> <li>● Continue to broaden opportunities for children to compete against others and themselves.</li> <li>● Continue to compete in inter-school competitions.</li> <li>● Retain engagement amongst children and target less-engaged / DA groups.</li> </ul>
Pupils from KS1 – UKS2 have the opportunity to take part in adventurous activities.	<ul style="list-style-type: none"> <li>● Adventurous activity sessions were subsidised for children.</li> <li>● KS1 and Year 3 children took part in Forest School sessions.</li> <li>● Children in Year 4 visited Ford Castle for a 3 day, adventurous activity residential using ziplines.</li> <li>● Children in Year 5 visited Druridge Bay for a day learning how to use paddle boards and kayaks.</li> <li>● Bikeability sessions offered to children in Year 5.</li> <li>● Children in Year 6 were given the opportunity to attend a 3-day adventurous activity residential trip.</li> </ul>	<ul style="list-style-type: none"> <li>● Encourage children to ride their bikes to school, especially those, who have completed Bikeability training.</li> <li>● Liaise with Year 3 staff to look at adventurous opportunities for the children next academic year.</li> </ul>

## 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?	92%	One child was reg-grouped to Year 5, but is still included in these figures. She has not achieved 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	92%	One child was reg-grouped to Year 5, but is still included in these figures. She has not achieved this aim.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	78%	One child was reg-grouped to Year 5, but is still included in these figures. She has not achieved this aim.  Swimming providers changed during the academic year. Priority will be given to self-rescue next academic year.

<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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>We use swimming coaches at the local pool for our swimming and water safety lessons.</p>

Signed off by:

Head Teacher:	<i>Anne-Marie Grimes</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Katie Chambers Year 5 Class Teacher and PE Coordinator
Governor:	<i>Angela Jefferies</i>
Date:	11th July 2024