



# 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.

# Key priorities and Planning

Academic Year: 2023-24		Total fund allocated: £19,970		Date Updated: 17.7.24	
<p><b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					<p>Percentage of total allocation:</p> <p>40%</p>
Intent	Implementation		Impact	Sustainability and next steps	
Establish active play during break times and lunchtimes	<p>OPAL learning journey to begin February 2024 over the next 18 months.</p> <p>Outdoor Play and Learning to work with the school to significantly enhance the use of outdoor spaces and active breaks.</p>	<p>£6,000</p> <p>£2,200 equipment</p>	<p>Small steps have been with the introduction of a variety of new areas and ways to play. Children are enjoying playtimes more, taking responsibility for their play, are more active due to introduction of things such as bikes and are more regulated when returning to class.</p>	<p>Opal journey will continue into the next academic year with continued training for staff and continued expenditure on equipment and storage.</p> <p>All staff on board with the aim to make a school wide, sustainable cultural shift in relation to active break times.</p>	
Physical activity breakfast club	<p>Purchase equipment to support with active breakfast club including children with SEND and Pupil Premium.</p>	<p>£270</p>	<p>The sensory circuit that is accessed by many of our SEND and PP children has been greatly beneficial in making these children more active, increased their confidence in their movement skills and has helped regulate children for classroom learning.</p>	<p>Clubs and circuit to continue with the scope to make it widely accessible for even more children, specifically those targeted for needing more physical activity in their daily routine.</p>	

Provide a broad variety of extracurricular physical activity and sports clubs, offering funding where necessary	Create pupil survey data to offer a variety of after school clubs. Where possible or necessary, pay for specialist coaches to conduct some after school clubs' sessions.	£1,250	Once again, children have had access to a variety of clubs this year including ones taught by specialist coaches such as cricket.	Continued push to promote a wider variety of clubs with funding earmarked for specialist coaches in the future.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: 3%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and next steps</b>
Ensure PE is valued across the whole school	Reward children in assemblies for their efforts in PE and school sport.  Match reports in the school's newsletters  PE assemblies throughout the year to raise the profile of PE and sport.	£550	Children have received medals for participation in school wide events, such as Sports Day.  Children attending events have been celebrated in newsletters and in assemblies.	Continued push from all staff to promote the value of PE and Sport across school.  Next steps include reaching out to clubs and athletes to see if they can provide inspirational assemblies, workshops or activities that push the value of PE across the whole school.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			32.5%
Intent	Implementation	Impact	Sustainability and next steps
Increase staff's knowledge and understanding around planning a unit of dance and assessing against the subject progression document.	<p>Hire specialist dance teacher to work alongside teachers to enhance and extend the teaching of dance.</p> <p>Dance teacher to share planning with the school so it can be used for future lessons.</p>	£4,000	<p>Dance teacher, class teachers and PE lead have worked closely together to adapt the Dance curriculum and has supported teachers in increasing their knowledge and understanding of dance.</p> <p>Specialist Dance teacher will continue to work alongside teachers next academic year.</p> <p>Next steps are for teachers to begin using their knowledge and understanding to teach dance as part of a larger extra-curricular offering.</p>
Increase staff's confidence in teaching PE	<p>Teachers who need extra support, the PE lead will team teach a lesson each half term.</p> <p>Share National College training with staff when appropriate</p> <p>Continue to embed Get Set 4 PE scheme within school through deliver of weekly PE lessons &amp; ongoing purchase of online</p>		<p>Staff have been signposted to supporting materials in relation to PE.</p> <p>PE lead has worked closely with staff to support them in the implementation of the new PE curriculum introduced at the start of the academic year.</p> <p>Staff confidence in teaching PE has improved and coverage of</p> <p>To sustain this, staff will continued to be signposted to CPD and supported by PE lead in their professional development.</p> <p>Next steps include identifying teachers who are less confident in teaching PE and focussing time and resources to improve their skills and knowledge in this area.</p>

	<p>learning platform – Real PE.</p> <p>Ensure teachers are role models to their pupils when taking part in PE</p> <p>External courses for PE lead and teachers</p> <p>Provide all the required equipment to teach units of PE along with training on how to use this effectively in lessons.</p>	£2500	the curriculum has also improved.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				11%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and next steps</b>
Renew, replace and purchase equipment to broaden offering of sports across the curriculum and in extra curricular activities.	Equipment to supplement the teaching of the new sport curriculum and extra-curricular activities	£1,500	Purchasing and replacing of broken equipment has aided greatly in the teaching of PE curriculum and the range of sports and activities been offered out to children.	Next steps, further identify areas in which specific equipment gives opportunities for children to experience a wider variety of sports and activities.
Liaise & maintain links with external/local sport organisations to provide a variety of extra-curricular activities.	Invite sports coaches in from the local cricket teams to deliver a block of coaching	£750	Children were able to attend coaching from local cricket coaches.	To push the sustainability of this target links with clubs need to be forged early in the academic year as to make sure the variety of experiences offered are wide ranging and consistent.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				17%
Intent	Implementation		Impact	Sustainability and next steps
Increase pupils' participation in the School Games	Invite children who have never competed for the school to engage in competitive sport.	Brooksbank School Games Partnership membership  £250	Children who have previously not attended sport teams this academic year have been able to take part in competitions.	Continued use of School Games initiative.
Provide more opportunities for children to represent the school playing sports and other activities  Ensure children with SEND are catered for	Provide a range of sports and activities for children to take part and compete in (Boccia, cross country, Futsal, football, ten pin bowling, cricket, athletics and more).  Children who are on the SEND register will all be given opportunities to represent Beech Hill School.	£500	Children on SEND register represented school in a variety of inclusive activities such as kurling, ten pin bowling and boccia.	Continued use of School Games initiative to access inclusive events.
Design a sports competition timetable for cross Trust events	Throughout the year organise a range of competitions against Deanfield.  Pupils will develop their friendships between the two schools.  Skills to be focussed on are leadership skills, teamwork, determination/perseverance and social development.	£200 for rewards (medals etc).	Cross trust football matches arranged over the year with awards given out to teams who took part.	Continued development of cross trust sporting events.



## 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
Introduction of OPAL (outdoor play and learning) to the whole school.	Children are now enjoying their break times a lot more than before (pupil voice survey). Behaviour has improved significantly More children actively engaged in play and look forward to play times a lot more.	This has been a huge success this year and is something that will form part of our SIP in the next few years.
GetSet4Pe is now embedded on a whole school level	Pupils are having a broader curriculum with a more sports based programme. We focus on rounders, netball and football to ensure there is clear progression.	Pupil voice shows that children are enjoying their PE lessons more than before and enjoy competing against their peers.
Use of the 4G pitch at break times	Year 4-6 access the 4G pitch at break times to take part in a range of activities such as football, tag rugby and hockey.	Pupils enjoy going up to the pitch at break times which helps them regulate and take part in what they enjoy. We will look at what other activities the children want to take part in September.



## 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?	32%	Overwhelming majority of children who take part in swimming lessons in Y5 and Y6 have no swimming experience at all. Despite the low figure for meeting the NC aims, all children make a huge amount of progress in relation the to their starting points.  Most swimming pools in the local Halifax area have closed so access locally for children and families is more challenging than ever.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	5%	Overwhelming majority of children who take part in swimming lessons in Y5 and Y6 have no swimming experience at all. Despite the low figure for meeting the NC aims, all children make a huge amount of progress in relation the to their starting points.  Children who were able to just meet the NC standards ran out of time to be able to practice a wider range of strokes.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	42%	This is a great achievement considering the starting points of many of our children. 76% of children at initial assessment had never swam before.
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	Swim teaching is carried out externally by trained swim teachers.
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Signed off by:

Head Teacher:	<i>Shameem Hussain</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Calum Batley (subject leader)</i>
Governor:	<i>Nadim Najib</i>
Date:	17.7.24