



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
To improve OAA provision, we bought into Enrich Orienteering Scheme, which is now mapped out as a bespoke Orienteering course.	All the children in the school have an opportunity to enhance all skills associated with Orienteering. Staff have become more confident in their teaching of Orienteering, as it is all resourced from Enrich.	This is something that has been beneficial for future years, as children can develop and build upon these skills as they come through school. We are eager, in future years, to enter into the Orienteering League, when the children are more confident.
To enhance support in lesson time, through staff CPD, including all school staff. Teaching staff how to support all children.	Teaching and support staff feel more confident, which will reflect upon the children's engagement in lessons as staff have had guidance on how to properly support the children during physical activity.	This is something I envisage to carry on in the next academic year. Happier staff, impacts the children's learning.
To provide opportunities to all children, through experience in a variety of competitive sports.	The children can adapt and develop the skills learnt during physical activity throughout the year in lots of different ways. This has created a positive outlook on sport for the children, showing them that they can adapt skills in a variety of ways.	Again, this is something that I am interested in continuing in future academic years.

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
<p>Next steps: Now that we have Smart Move interventions, I would like to try and make these intervention more available to more children in school. KI1</p>	<p>Teaching staff (teachers and TAs) participated on training courses, in order to support all of the children during PE lessons (Smart Moves and Gymnastics training).</p>	<p>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Staff will be stronger in their knowledge and the impact will be maintained in future years. The children will become stronger and access Physical Education with a greater ease.</p>	<p>£1,000</p>
<p>Next Steps: Review the sporting curriculum. Host a ‘pupil voice’ discussion with some of the children around school. KI2</p>	<p>Children and their involvement with their learning. It will impact curriculum choice and highlight areas of need.</p>	<p>Key Indicator 2: The profile of PESSPA and sport being raised across the school as a tool for whole school improvement.</p>	<p>Children will be happier with their curriculum and with the opportunities that are given to them.</p>	<p><i>£800- It will rely on staff being released.</i></p>

<p>Next steps: Schedule whole-school gymnastic observations. Schedule KS1 and KS2 observations in PE. Look to provide training for new staff members. Find Smart Moves training for more members of staff so we can run more interventions. To continue to work closely with KS1 PE teachers, keeping them up to date with training and over-seeing assessments. KI3</p> <p>Next steps: To plan for Health Week 2024. To introduce new sport and play leaders in school.</p>	<p>This action impacts all teaching staff, as it will give them time to reflect and will hopefully boost their confidence with their delivery. This will then positively reflect the impact on the children, as they will have a more confident/happier teacher, leading to better lessons.</p> <p>These actions heavily impact the children as it provides them with a plethora of experiences, which they can relate to real-life events and opportunities.</p>	<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Teaching staff will have CPD to reflect on in future years, to support their ongoing teaching. Children will have a better outlook on PE lessons and will feel more confident, knowing they are fully supported in lessons.</p> <p>Children will be able to reflect upon and remember the momentous time of year with the Paris 2024 Olympics. They</p>	<p>School will cover release time for PE lead to be able to observe/work reflectively with staff.</p> <p>£200</p>
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<p>To plan an Olympic themed Sports Day and look into Olympic themed activities/opportunities for the children. Enquire into the Orienteering League. KI4</p> <p>Next steps: Introduce more after school clubs targeted for PP and SEND children in school. To continue to further monitor and track all pupils participating in events. Organise and introduce staff vs. children events throughout the school year. KI5</p>	<p>This action impacts and targets the least active, PP and SEND children as it ensures they all have an opportunity to participate in extracurricular activities.</p>	<p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>will be able to connect their learning to real-life aspects. Introducing sport leaders has given the more confident children an opportunity to lead, which will teach them new communication skills that they will be able to carry with them in their Secondary Education.</p> <p>PP and SEND students will have a more positive outlook upon PE and will approach their learning in future years in a more confident way.</p>	<p>£1000</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
To improve our level of support for SEND pupils and those who are less active.	Through 'Pupil Voice' the children have vocalized their love of PE this year. Even the most reluctant have attended specific SEND and inclusive events throughout the year and shown an improved passion for Primary PE.	This is something I will look into developing further in the next academic school year. I will seek CPD for relevant staff. I intend to enquire about Sensory Circuits training, which will help develop children in EYFS and KS1.
To ensure all staff are confident in their delivery of PE.	Weekly interventions, using SMART Moves programme, has given children who are uncoordinated the time to develop their skills. EYFS and KS1 Teaching staff have attended Active Cumbria training to help them understand how a child develops strength in fine and gross motor skills. This has helped them to refine their teaching of important skills. Gymnastics training given to new teaching staff and TAs, has shown them how to guide the children properly. This has a great impact on staff confidence and will as a result positively impact the children.	I will continue to monitor this in the next academic school year, as I will have a new member of teaching staff and ne support staff to coach. I will seek out training opportunities, using Active Cumbria and other familiar course providers.
To ensure (OAA) orienteering is being delivered in the Summer term by all classes (Reception to Yr 6).	Access to the Enrich resources has allowed teaching staff to easily plan and resource orienteering sessions. This has positively	I plan on completing 'learning walks' using the Enrich resources, to see the impact of these being embedded in the

<p>To increase the amount of non-swimmers by the end of KS2.</p>	<p>impacted staff engagement and willingness to routinely teach orienteering. The children have loved these sessions, using our unique course.</p> <p>Giving the Yr 6 children the opportunity to go swimming in both Yr 5 and 6 has greatly benefited their confidence in the water, improving their ability to swim.</p> <p>Having confident staff and extra teaching staff to support swimming sessions, it has helped those children who are less confident and are unable to swim 25m. We have allowed them to practise skills to keep them safe.</p>	<p>school. I would like to participate in the Orienteering League next year, as a step up from this.</p> <p>We are looking to change the way we offer swimming in the next academic year, only sending those non-swimming Year 6 children. Hopefully this will help children gain confidence to swim when they are younger.</p>
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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?	81.81%	Providing swimming opportunities for the Year 6 children, when they have been in both Year 5 and 6 has allowed the children to properly develop their water confidence and their ability of swimming a distance of 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	81.81%	Providing swimming opportunities for the Year 6 children, when they have been in both Year 5 and 6 has allowed the children to properly develop their water confidence and their ability of performing a range of strokes effectively.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	81.81%	Providing swimming opportunities for the Year 6 children, when they have been in both Year 5 and 6 has allowed the children to properly develop their understanding of how to be safe in water-based situations.

<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</p>	<p>We have allowed our Yr 6 non-swimmers to participate in lessons with other cohorts of children. All Yr 6 children have had the opportunity to go swimming, whilst they were in Year 5, as well as whilst they were in Year 6 too. This meant we could further extend our confident swimmers as well.</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 haven't provided training for staff this year, as some of our staff are already qualified swimming teachers. They work closely with the teaching staff from the swimming pool that we employ so they have an opportunity to take notes from them. There is also a lack of opportunity for staff CPD, as there haven't been any local courses running in term time.</p>



Impact of Primary PE & Sport Premium

2023-24 Outcomes



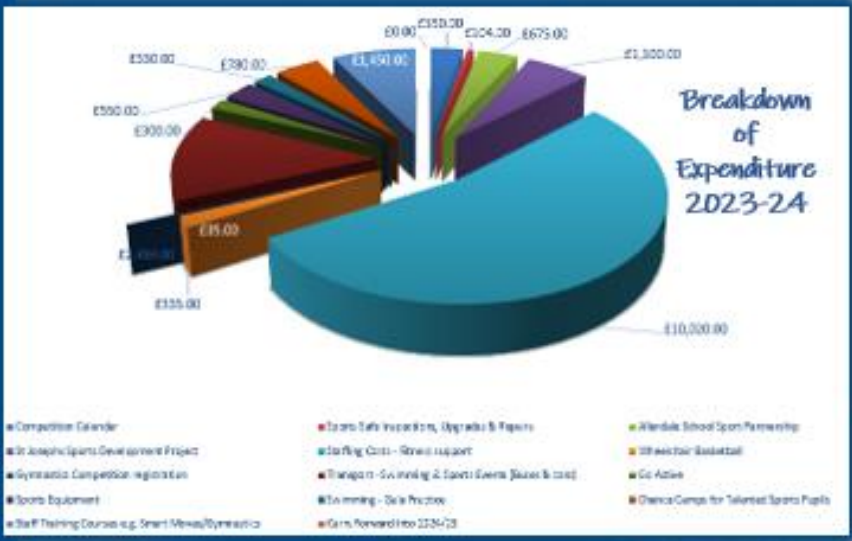
Primary PE and Sport Premium - Key Indicators

- The proportion of all pupils in regular physical activity, the total number of staff sessions, the number of all sessions and average pupils aged 5 to 18 engaged in at least 10 minutes of physical activity a day of which 30 minutes should be school.
- The profile of PE and sport is shared across the school as a part of whole school improvement.
- Increased confidence, knowledge, awareness of all staff in running PE and sport.
- Broader involvement of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

The school implemented intensive swim sessions and organised games for all schools in Workington



embedded from Nursery and now into Reception. Cyclewise training took place for Years 4 & 5



The full impact and financial analysis of 2023-24 can be found in this document



Total Funding 2023-24 = £18,713

Sporting Roll of Honour 2023/24

October:
 26th - KS1 Multi Skills - **WINNERS**
 17th October - Year 5&6 Bencolal - **THIRD**
 19th - Workington High 5 Festival (JKS2) - **WINNERS**

November:
 6th - Year 3 & 4 Cuckooes Hockey - **Runners Up**
 14th - Year 3 & 4 Bencolal - **WINNERS**
 16th - High 5 Netball Athletics Final 1,2 (JKS2) - **WINNERS**
 29th UKS2 Indoor Athletics - **WINNER**

December:
 6th - KS2 Invasive Sports - **'OUTSTANDING' Awards**

January:
 18th - UKS2 Indoor Athletics - **Runners Up**
 17th - Year 1 & 2 Dodgeball - **Runners Up**

February:
 6th - Cross Country Y3&4 - **WINNERS**
 6th - KS2 Dodgeball - **Runners Up**
 6th - Alendale Key Steps Dynamics Competition - **WINNERS**
 20th - Alendale Table Tennis - **WINNERS**

March:
 6th - Year 3 & 4 Multi Sports - Festival - Multiple Certhubs **WINNERS**
 20th - UKS2 Handball - **WINNERS**
 28th - County Key Steps Gymnastics Final - **THIRD**
 28th - Year 3 & 4 Football Tournament - **WINNERS**

April:
 30th - Year 3 & 4 Rounders Tournament - **WINNERS**

May:
 14th - Year 3 & 4 Kicky Rounders - **WINNERS**
 21st - KS1 Paratons - **Runners Up**
 21st - Year 1 & 2 Football Tournament - **Runners Up**
 22nd - Year 1 & 2 Football Festival - **WINNERS**

June:
 10th - Alendale Cricket Competition - **WINNERS**
 11th - School Sports Day, BLUE HOUSE **WINNERS**
 11th - Reception Multi Skills Festival - **Certhubs WINNERS**
 14th - UKS2 Handball Football Competition - **QUARTER FINALISTS**
 18th - UKS2 Football Competition - **QUARTER FINALISTS**
 28th - County Girls Football Competition - **QUARTER FINALISTS**

July:
 1st - Workington Football Cups - **KS1 WINNERS** **KS2 2nd UKS2 - RUNNERS UP**
 2nd - Tennis - **WINNERS**
 5th - Under Cricket Festival
 6th - Workington Girls Football - **Third**
 6th - Year 3 & 4 County Football - **Runners Up**
 6th - KS1 Multi-Skills - **WINNERS**
 10th - Year 5 & 6 Intra Football Competition
 11th - Year 3&4 Intra School Football
 15th - County Cricket Final - **THIRD**
 16th - Workington Swimming Gala - **WINNERS**

Sporting Value Trophies have been awarded termly to children in KS1 & 2



- 1 | School has had another successful competitive year
- 2 | Orienteering becoming embedded in sporting offer to pupils
- 3 | Min. 2 hrs a week of PE each week being completed
- 4 | OFSTED visited and were mightily impressed with PE
- 5 | A wide range of after school sports clubs offered
- 6 | 100% of pupils participation in sport tracked and assessed



Signed off by:

Head Teacher:	<i>David Warbrick</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Laura Jackson, Year 5 Teacher and PE Lead.</i>
Governor:	<i>Hayley Gorman, EYFS Lead and Teacher PE Governor</i>
Date:	19/07/24