



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
<p>JASC Sports Coaching Training Nurture Groups Sports Day</p>	<p>The impact of JASC continues to be wide reaching. The confidence of staff to now teach areas of the curriculum that they were nervous about, such a dance, gymnastics and orienteering, has continued to grow and develop. Staff now use JASC plans to follow previous CPD lessons that were provided, meaning that the pupils are receiving high quality teaching.</p> <p>The transition nurture groups in year 3 helped certain children to settle better into their new classes and new key stage.</p> <p>The focus on creating a very inclusive sports day, in both KS1 and KS2, really helped to raise the profile of PE at HT. Many parents commented on how much their child had enjoyed the experience. It was also an excellent opportunity, in KS2, for a huge intra competition with houses competing against each other.</p> <p>JASC, the PE leads and sports crew all worked hard to</p>	

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 continue to work with JASC to improve the quality of teaching, the confidence of staff and the experience of PE and sport for the pupils.	<p>Working with JASC impacts the following:</p> <p>Staff – teacher CPD on a weekly basis, through modelling excellent teaching and team teaching.</p> <p>Staff - The specialist teacher has helped monitor the curriculum coverage and has made suggestions about how to track the progression and attainment of the children.</p> <p>Pupils – helping to set up and train Sports Crew.</p> <p>Pupils– high quality PE and sport teaching on a weekly basis.</p> <p>Pupils – a wide variety of sports and PE activities taught throughout the year – this year the focus was on badminton being introduced and embedded into the curriculum.</p> <p>Pupils – small groups of children with particular needs who are chosen to be part of JASC intervention groups.</p> <p>Whole school – by raising the profile across the school through events such as Sports Day and the Orienteering Competition.</p>	<p><u>Key indicator 1</u> - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p><u>Key indicator 2</u> - The engagement of all pupils in regular physical activity.</p> <p><u>Key indicator 3</u> - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p><u>Key indicator 4</u> - Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 5</u> - Increased participation in competitive sport</p>	<p>The confidence of teachers has continued to grow hugely having had the specialist teacher demonstrating and team teaching with them. The enthusiasm for PE has remained high and the two lessons of PE (indoor and outdoor) are being consistently taught across the school. The pupils are taught to a continued high standard, with clear learning challenges and well-structured lessons.</p> <p>The number of children that are now engaged in a physical activity during playtimes has increased. The year 6 sports crew members are running the sessions independently.</p> <p>The teaching of badminton has been a success, with children in year 6 being able to run their own tournament by the end of their lessons.</p>	£13300

			<p>This year we took over 60 children to participate in Area Sports meaning that many children were able to have the experience of a big sporting event. JASC helps to prepare and train the children for these external sporting events.</p> <p>The impact of the intervention/nurture groups has continued throughout this year. Children who were struggling to interact with each other in a positive way, are now able to communicate more effectively and children who find it difficult to settle in the classroom were helped by being active straight away.</p> <p>Sports Day continued to be very successful with excellent pupil participation and parental enjoyment. KS2s competitive nature worked well alongside encouraging pupils to enter multiple events. It is an excellent event for raising the profile of PE and sport within the school community.</p> <p>The school ran an orienteering competition</p>	
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<p>To improve the skills of the pupils by completing a skipping workshop. It was a skill that we had identified as a weakness in the school. It is an activity that can be used in short bursts to improve fitness and coordination. It is also an alternative activity that children can do.</p> <p>To encourage the pupils to try a variety of sports. The LTA to come into school to run Tennis Workshops.</p> <p>For the Sports Crew to run activities, at least, three lunchtimes a week which they have planned, organised and then carry out. This is an opportunity</p>	<p>The impact for this activity was for the whole school, Reception, KS1 and KS2 all participated in the skipping workshop.</p> <p>This action impacts all KS2 pupils.</p> <p>The impact is twofold. The children who are part of Sports Crew – 16 children from year 6 – this year, will be given leadership opportunities. The other group who is impacted is the children in KS1 and Lower KS 2 who</p>	<p><u>Key indicator 4</u> - Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 4</u> - Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 2</u> - The engagement of all pupils in regular physical activity. <u>Key indicator 3</u> - The profile of PE and sport is raised across the school as a tool for whole-school improvement. <u>Key indicator 4</u> - Broader experience of a</p>	<p>helped to raise the profile of PE and sport by using our facilities to enable other schools to compete.</p> <p>The intention behind the skipping workshop, was to encourage the development of a skill which can be used as a quick exercise. The school council asked for skipping ropes as part of playground equipment.</p> <p>HT continues to provide a variety of sporting experiencing for pupils. Our aim is for pupils to develop life-long habits. These kind of workshops provide a pathway to clubs which may encourage the pupils to take up the sport longer term.</p> <p>Again this has been a successful way to encourage a range of children to be active at playtimes. Sports Crew also provides excellent leadership</p>	<p>£625</p> <p>We received a £250 voucher from the LTA having attended a workshop they ran. It was an excellent two days of teaching. We are now going to use this provider next year to provide curriculum support in teaching tennis.</p>
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<p>for Year 6 to have pupil voice and develop their leadership skills. To provide an additional structured exercise opportunity for children across KS1 and KS2.</p>	<p>the Sports Crew run the activities for.</p>	<p>range of sports and activities offered to all pupils.</p>	<p>opportunities, including helping in lessons. The Sports Crew particularly enjoyed helping with the KS 1 sports morning, enabling them to support the younger children and use their leadership skills. The Sports Crew spoke in a Worship and created posters to explain the activities that they are providing, to ensure that the younger year groups are aware of what Sports Crew provides.</p>	
<p>To ensure that staff feel confident when teaching by ensuring that they have access to high quality CPD.</p>	<p>Who this impacts of this action is twofold. The first impact is for the teachers to improve their subject knowledge and confidence. The second impact is consequently on the pupils who benefit from the teachers new knowledge/confidence. Courses attended: 1st Steps Gymnastics – ECT 1st Steps Dance – ECT KS1 and PE - Year 1 and Year 2 teachers. PE Coordinator Course - PE Leads New PE Coordinator Course -PE Lead PE Conference – PE Lead</p>	<p><u>Key indicator 1</u> - Increased confidence, knowledge and skills of all staff in teaching PE and sport. <u>Key indicator 3</u> - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>We continued to encourage staff to attend courses. This provided new ideas and to help teachers to feel increasingly confident about teaching a range of PE and sport. We have also encouraged attendance at courses this year to help staff feel confident about taking pupils to events.</p>	<p>£961.40</p>

<p>To ensure that children who are struggling to reach the standards for swimming, are given an opportunity to swim again during their time at HT.</p>	<p>This is currently in the planning stages, ready to be implemented in the autumn term. It will affect a group of approximately 10- 20 children from year 3, going into year 4 who will benefit from extra swimming sessions.</p>	<p><u>Key indicator 2</u> - The engagement of all pupils in regular physical activity.</p>	<p>To ensure that all children are given sufficient opportunity to meet the standards that then help to keep them safe in water.</p>	<p>This will be a 2024-25 cost</p>
<p>To encourage pupils to use their bicycles confidently and safely as a mode of transport and for fitness.</p>	<p>This action impacts children in year 6 who are given the opportunity to take part in Bikeability. This year 50 year 6 pupils have taken part.</p>	<p><u>Key indicator 2</u> - The engagement of all pupils in regular physical activity.</p>	<p>The impact of this is helping the year 6 pupils to be safe on the road. In the area that HT is based, the main secondary school is in close proximity and children do chose to cycle to school. In addition, the area in which HT is based is an area where children may choose to cycle as a sporting activity. It is therefore an important life skill for the pupils to have.</p>	<p>£1120</p>
<p>To continue membership of MSA.</p> <p>To continue to increase pupil participation in, and enjoyment of, competitive activities.</p> <p>To continue to develop a variety of children’s ability to lead and organise sporting activities</p>	<p>This has the potential to impact all the children across the school. The numbers for this year are as follow:</p> <p>Year 3 – 60%</p> <p>Year 4 – 44%</p> <p>Year 5 – 49%</p> <p>Year 6 – 63%</p> <p>Although the figures are lower for year 4 and 5 this year than last year, the events we attended for those year groups focused on encouraging our</p>	<p><u>Key indicator 3</u> - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p><u>Key indicator 5</u> - Increased participation in competitive sport.</p>	<p>MSA Partnership - continued membership with Mid Sussex Active.</p> <p>Mid Sussex Active provide:</p> <p>extensive quality assured professional development programme for teaching staff access to a wide range of inter- school competitions and festivals for children from R – Yr6 training to develop young</p>	<p>£7000 (until 2025) Paid in previous year.</p> <p>Costs this year: £610</p>

<p>Support for subject leader and in turn the subject leader is able to confidently support and guide teaching staff.</p>	<p>less active to become more active. So some of the children who don't belong to clubs or have the opportunity to be that active, attended several events.</p>		<p>people as sports leaders, specialist advice and support from our local secondary schools, support, training and networking opportunities for PE co-ordinator and other members of staff.</p>	
<p>To ensure that there are a variety of clubs for the children to attend that involve physical activity. We are also focusing on engaging girls in sport.</p>	<p>These are open to all pupils at the school, both KS1 and KS2. Pupil Premium children are given priority. We have also created a girls only football club to encourage more girls to feel comfortable and confident about playing football and sport generally.</p>	<p><u>Key indicator 2</u> - The engagement of all pupils in regular physical activity. <u>Key indicator 4</u> - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The variety of clubs have continued to be successful this year. We changed provider (also for the lunchtime clubs that were running – the lunchtime provision is now mainly provided by sports crew) midway through the year and at that point we stopped using the sports premium money to fund the girls' football club. By this point attendance had been established.</p>	<p>£2430 - we used Premier Sports to provide lunch clubs and after school football clubs until midway through the year when we changed to Tiny Trekkers for after school clubs. At this point the Sports Crew took over providing lunch time clubs for the younger children. The girls' football club is now paid for by parents.</p>
<p>To continue to ensure quality teaching. To have clear plans across the school which show a clear progression of skills.</p>	<p>The school has continued to use PE Hub plans this academic year. These plans have continued to ensure that teachers are teaching units of a variety of sports and physical activities. We have reviewed another PE Scheme as we had considered concerns about the amount of detail on the PE Hub plans. After the review, we have decided to continue with the current scheme.</p>	<p><u>Key indicator 1</u> - Increased confidence, knowledge and skills of all staff in teaching PE and sport. <u>Key indicator 4</u> - Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The impact of these plans is to ensure that progression is made across the curriculum. It also enables the teacher to access a range of activities that they can adapt to ensure that the lessons are appropriate for their classes and that they meet the Learning Challenge. Two PE</p>	<p>£350</p>

			lessons a week are being consistently taught by all classes. Staff are confident at using the plans and are able to adapt the plans to suit the needs of their class.	
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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
<p>JASC Orienteering Competition Intervention groups Staff training - badminton Area sports</p> <p>MSA</p>	<p>This year one of the focus areas for JASC was to introduce a new sport into the curriculum. The idea is to ensure that there is a wide variety of sports, to demonstrate to the pupils that you don't only have to play 'traditional sports' such as football or netball. This year we embedded badminton into the curriculum. This went very well and the children really enjoyed the lessons. The teachers could see through the mentoring how to teach this activity in an indoor space, both safely but with the pupils making good progress.</p> <p>The PE intervention groups have continued to be a positive focus. This year the focus has been on the year 2 year group.</p> <p>HT has an orienteering course that we wanted to put to even better use by running an orienteering course. This was a huge success with other schools finding the competition really enjoyable and challenging. Running this event continued to help build the profile of PE and sport within the school.</p> <p>We have seen the benefit of JASC's input in HT's sporting success. The extra input in terms of event practice helped Year 3 & 4 to win the area sports competition. We are continuing to have success in netball and football tournaments too.</p> <p>On this theme, we have continued to enter a wide variety of sporting festivals and tournaments, providing plenty of opportunities for many children to either learn new skills or be challenged in a competitive</p>	<p>We are currently reviewing the curriculum to consider whether to try to embed another new sport into the curriculum.</p> <p>We will continue to build on the work in this year group to help them with the transition to year 3 and KS2.</p> <p>To continue to focus on children who are less active and giving as many children as possible an opportunity to attend events.</p>

Sports Crew	sporting environment. This year the sports crew ran sessions every day as they took over the running of the lunchtime sessions part way through the year.	To start sports crew earlier in 2024-25 to ensure that the playtimes continue to be as active as this year.
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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?	79%	Although the majority of the children can swim 25 metres, the remaining children did not benefit from any top up swimming partly because of the restrictions due to COVID.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	76%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	75%	We have started to investigate water safety lessons that can be provided as part of PE lessons in the classroom or within the school grounds.

<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>Some of the children in this year group did not swim in year 3 because of the COVID pandemic. These children then swam in year 4, but it was not top-up swimming as it still came under the curriculum requirement.</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>Yes</p>	<p>The provision of swimming lessons is via the local swimming pool where the teaching is carried out by the swimming instructors at the pool. We have started to investigate water safety lessons that can be provided as part of PE lessons in the classroom or within the school grounds.</p>

Signed off by:

Head Teacher:	<i>Ann MacGregor</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Zoe Macwhinnie</i>
Governor:	<i>Fiona Halsey (Vice Chair)</i>
Date:	18 th July 2024