



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 |
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| Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Increased understanding and skills to effectively lead PE confidently. Through lesson observations, the subject leader was able to provide support and CPD opportunities for other staff members. Staff worked alongside and observed specialist sports coaches from the school sports partnership to increase confidence, knowledge and skills. | Teachers will be able to utilise knowledge from CPD in their PE lessons. Next steps: PE coordinator to attend local cluster meetings and to share feedback with other teaching staff. To continue to provide CPD opportunities for staff members. |
| Key Indicator 2: Engagement of all pupils in regular physical activity | All children participate in regular physical activities in both EYFS and KS1 and children are given frequent opportunities to be physically active throughout the school day. Children in KS1 have been given the opportunity to take part in sports after-school clubs and participation has increased | Children have all spoken confidently and enthusiastically about the activities that they have participated in. Teachers were more confident in teaching PE lessons, and identifying those who may need additional support or further challenge. |

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| | <p>throughout the year.</p> <p>Daily 'Go Noodle' sessions in EYFS and KS1 have engaged children in regular activity.</p> <p>Development of our play provision for use during playtimes/lunchtimes has helped to encourage more children to be physically active.</p> <p>Children value the importance of being active.</p> <p>Children enjoy being active.</p> <p>Good attainment and/or progress in PE in all year groups and across all pupil groups too.</p> | <p>Next steps: To continue to deliver PE lessons to a high standard.</p> <p>To adopt a new whole-school PE scheme to ensure consistency across classes and year groups.</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>Children and their families were aware of the different sporting activities/events that we offer in school.</p> <p>The school website, Tapestry and Facebook page were used to inform parents/carers of sporting achievements and successes.</p> <p>Families and staff members have commented on the improvement in sporting opportunities that we offer our pupils.</p> <p>The funding that we received helped us to maintain a high profile of PE within school.</p> <p>Partnership between PE coordinator and other stakeholders was established.</p> <p>Every class in school has physical activity planned into their daily timetables.</p> | <p>Next steps: To continue to work hard to raise the profile of PE in school.</p> <p>To continue to report on, and to share sporting opportunities and achievements on all online platforms.</p> |

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| <p>Key Indicator 4: Broader experience of a range of sports and activities offered to pupils</p> | <p>Pupils in KS1 had opportunities to perform and participate in a range of competitive sports and events within our local community.</p> <p>Forest School sessions in EYFS and KS1 allow for an enriched curriculum packed with hands on, and new experiences.</p> <p>We have developed the number of additional sports that are made available to our pupils. Pupils have responded positively to experiences provided by sports coaches.</p> <p>Strong uptake in after-school sport clubs that we have offered. Our pupils have found a love of sports and have joined other sports clubs out of school.</p> | <p>Our pupils demonstrate confidence and resilience when faced with new and exciting opportunities.</p> <p>Enjoyment and enthusiasm for PE and sport has been observed.</p> <p>Children are physically active and enjoy learning through experiences that we offer.</p> <p>Next steps: To continue to introduce a wider variety of sport that is offered in school.</p> |
| <p>Key Indicator 5: Increased participation in competitive sport</p> | <p>KS1 pupils competed against other schools in a range of sports.</p> <p>Pupils participated in intra-school events that were hosted by other schools, clubs and venues within our local community.</p> <p>Engagement with the Workington cluster competition calendar and primary festival package.</p> <p>Our pupils participated in at least 1 competitive event during the year.</p> <p>Pupil and parent voice regarding participation in competitive sport was positive and reflected the changes that we have made this year.</p> | <p>Our pupils found competitive events fun and enjoyable. Skills were further developed and pupils felt motivated to participate in future events.</p> <p>Next steps:</p> <p>To continue to monitor and track pupils participating in events.</p> <p>To organise inter school competitions for EYFS and KS1.</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 |
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| To subscribe to a PE scheme that will provide consistency across both EYFS and KS1. | All pupils Staff | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. | We subscribed to the 'Get Set 4 PE' scheme, ready for September 2023. Planning and delivery of PE is consistent across all year groups. Teachers were supported to feel confident in delivering high-quality PE lessons. Progression across year groups is clear and consistent. | £408 cost for the scheme (annually) |
| To monitor the teaching and learning of PE across school. <ul style="list-style-type: none">• Pupil voice interviews• Staff questionnaires• PE lesson drop-ins• Monitoring of planning for PD | All members of our school community | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. | Monitoring schedule created and shared with staff. Lesson drop-ins completed in both EYFS and KS1 have highlighted many strengths and areas for development that have been acted upon. Staff feel supported and more confident in their ability to teach PE. PE coordinator gained more confidence in knowing how PE is taught across school. Planning reflects the use of the 'Get Set 4 PE' scheme and is consistent across key stages. | £0 |

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| <p>To monitor the attainment and progress of pupils throughout the academic year.</p> <p>To collect data termly, to identify strengths and weaknesses and to action this accordingly.</p> | <p>Staff All pupils, and pupil groups.</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>Data collection at CP2 (Autumn) CP4 (Spring) and CP6 (Summer). Data is analysed and used to identify trends that were then shared and discussed with staff. Target children were identified and support was put in place. PE coordinator and staff members know who target children are and action this accordingly</p> | <p>£0</p> |
| <p>To improve the quality of teaching in PE through staff CPD to further enhance staff competence and confidence in planning, teaching and assessing PE.</p> | <p>Teaching Staff Pupils</p> | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> | <p>Teachers are more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE. ECT has been on training to support her own CPD PE coordinator has been to lots of training courses and online CPD through active Cumbria.</p> | <p>£0 Free training for staff through Active Cumbria</p> |
| <p>To successfully work in partnership with outside organisations to enhance our PE curriculum.</p> <p>To work in liaison with specialist sports coaches.</p> | <p>All pupils Staff The local community</p> | <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Specialist sports coaches will have supported us in offering a broader range of sport to our pupils. Staff have learnt from sports coaches and gained confidence to deliver new sports. Children will experience a range of sports. Stronger links with the local community have been established.</p> | <p>£1,475</p> |
| <p>All children will participate in at least one workshop run by external visitors to the school.</p> | | | <ul style="list-style-type: none"> • Allerdale sports partnership • Chris Wright: Play-leader training • David Wise coaching • Derwent Park Rangers Rugby League | <p>£1,416</p> |

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| | | | <ul style="list-style-type: none"> • Taekwondo taster day • Tamzin McCartney Yoga • West End Dance Company • Wheelchair Basketball | |
| <p>To offer KS1 pupils the opportunity to be a part of a range of school sports teams.</p> <p>To participate in sports competitions and tournaments within school or intra-school to encourage more pupils to become involved in sport.</p> | Pupils | <p>Key Indicator 5: Increased participation in competitive sport.</p> <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Pupils interested in joining a school sports team is high.</p> <p>Pupil groups are all given equal opportunities to join a school team.</p> <p>The school has established a variety of sports teams.</p> <p>School is part of the primary Festival Package for academic year.</p> <ul style="list-style-type: none"> • Year 2 tennis team • Year 1 dodgeball team • KS1 rounders team • Year 2 cricket team • Year 1 tennis team • KS1 football team • SEND panathlon events | £1,265 overall cost (£850 primary festival package + £415 transport costs) |
| To provide the opportunity for pupils to take part in a sport after-school club every half-term. | Pupils Disadvantaged and SEND pupils to be offered places first. | <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</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>Pupils benefit from a wider range of sports clubs on offer – choice.</p> <p>Pupils have more opportunities to take part in sports clubs</p> <p>Pupils surveys evidence that sports clubs are an aspect of school life that children enjoy</p> <p>PE coordinator has run after-school clubs using professional knowledge and CPD.</p> <ul style="list-style-type: none"> • Tennis • Dodgeball • Athletics • Yoga | £300 (Yoga coach) |

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| | | | <ul style="list-style-type: none"> • Multi-skills • Football • U-dance <p>Sports specialists have worked with pupils in school to share knowledge and expertise.</p> <ul style="list-style-type: none"> • Yoga | |
| Children to participate in national initiatives. | All members | Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. | <p>Parents will support physical activity at home and children are eager to share achievements in school.</p> <p>National initiatives that we have taken part in include:</p> <ul style="list-style-type: none"> • Walk to school week • National Fitness Day • World Health Day • International Dance Day • International Women’s Day (football) | <p>£91 (Walk to School Week packs)</p> <p>£51 sports star medals.</p> |
| To ensure the health and safety of all pupils. PE equipment will be well looked after and maintained. | All pupils Staff | | <p>Sports Safe Equipment Check completed and kept up to date.</p> <p>Equipment was deemed safe for use.</p> | £144 |
| Regular updates from PE lead sent home to parents to inform them of the developments in PE. | Parents/Carers Pupils Staff | Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. | <p>Parents/Carers feel involved and well informed</p> <p>Profile of PE has been raised at AINS</p> <p>Sport appears on Tapestry regularly</p> <p>Questionnaires have been sent to parents to gather their views</p> <p>Parent views on PE in school are positive and reflect the changes that have been made over the last 18 months</p> <p>PE coordinator uses parents views to drive change and to make improvements</p> <p>Parents feel that PE is important to us in school</p> | £0 |

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| <p>To introduce swimming lessons for our Year 2 pupils.</p> | <p>Pupils – as they will take part.</p> | <p>Key Indicator 2: Engagement of all pupils in regular physical activity.</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>Children accessed swimming lessons. Children increased in confidence and water competence. Parents/Carers views were positive</p> | <p>Transport costs: £1, 260</p> <p>Lesson costs: £1, 650</p> |
| <p>To improve outdoor play and learning: Introduce and sustain lunchtime sport activities for pupils.</p> | <p>Lunchtime supervisors Pupils – as they will take part.</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</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. Pupils will be able to follow their interests and fitness levels will increase.</p> | <p>£128 play leader training</p> <p>£184 for ‘huff and puff’ restock of equipment.</p> |
| <p>To improve outdoor play and learning: To improve and enhance our current school playground to support participation in physical activity.</p> | <p>All pupils Staff</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity.</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>Football pitch £0 (Sponsor money used)</p> <p>Playground markings contribution from sports funding £150</p> |

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| To enhance resources for Forest School provision | Pupils Staff | Key indicator 2 -The engagement of all pupils in regular physical activity. | Pupils benefit from a regular program of Forest School sessions that are fully resourced. School have a fully trained Forest School teacher. | £10,000 |
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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 |
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| Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | <p>We subscribed to the new 'Get Set 4 PE' scheme to support staff in confidently and competently delivering PE lessons.</p> <p>The PE coordinator has continued to monitor the teaching and learning of PE across school through lesson drop ins, pupil voice interviews, tapestry monitoring etc.</p> <p>This has increased confidence, knowledge and skills of all staff (teachers and TAs) in teaching PE and sport.</p> <p>Staff CPD has helped improve the quality of teaching in PE to further enhance staff competence and confidence in planning, teaching and assessing PE.</p> | <p>Staff all agree that this has been a positive change.</p> <p>Staff feedback has shown that confidence and knowledge has increased throughout the period the year. Pupil voice shows that children enjoy PE and can talk about learning and skills taught.</p> <p>We now have consistency in planning across school from Nursery to Year 2.</p> <p>PE coordinator feels confident in leading the subject and in supporting other staff in delivering lessons.</p> <p>ECT has been supported via training and continuous CPD.</p> |
| Key Indicator 2: Engagement of all pupils in regular physical activity | <p>We have continued to successfully work in partnership with outside organisations to enhance our PE curriculum further. As a school, we have worked in liaison with specialist sports coaches which has helped our staff to gain confidence to deliver new sports. Our children have experienced a range of sports and we have made stronger links with the local community have been established.</p> | <p>Staff have observed specialist coaches and gained new knowledge and skills.</p> <p>Pupils have enjoys lessons with coaches and clear progression has been observed.</p> <p>AINS has taken part in numerous KS1 competitions and festivals and our Reception children took part in an intra-competition too.</p> |

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| | <p>We have established a number of school sports teams this year, and have competed in a wide range of festivals and tournaments.</p> <p>We have seen a positive increase in the number of pupils who are eager to become involved in sport.</p> <p>We have been able to offer our pupils (Reception, Year 1 and Year 2) a range of sports after-school clubs this year, and for every half term. Pupil surveys have evidenced that sports clubs are an aspect of school life that our children enjoy.</p> <p>For the first time, we added swimming to our PE overview for our Year 2 pupils. Children in Nursery to Reception have accessed forest school lessons throughout the year.</p> <p>We have updated our school playground by adding an astro-turf pitch and new playground markings to encourage active playtimes and lunchtimes.</p> | <p>We have KS1 teams for: tennis, dodgeball, football, rounders, cricket and rugby.</p> <p>SEND and PP children have shown to have taken part in after-school clubs and have joined school teams.</p> <p>PE coordinator gathered and analysed parent/pupil voice re: swimming lessons. 97% of children enjoyed swimming lessons. 92% of pupils felt they had grown in confidence throughout the week.</p> <p>The school playground changes have been extremely positive and have supported our children in becoming engaged in regular, and varied, physical activity.</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>Children and their families are made aware of the different sporting activities/events that we offer in school via a 'What's on this half-term?' document that is shared via Tapestry and the school website.</p> <p>The school website, Tapestry and Facebook page were used to inform</p> | <p>Families and staff members have commented on the improvement in sporting opportunities that we offer our pupils via questionnaires.</p> |

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| | <p>parents/carers of sporting achievements and successes.</p> <p>The funding that we received helped us to maintain a high profile of PE within school. Parents/Carers feel involved and well informed and the profile of PE has been raised at AINS.</p> <p>Questionnaires have been sent to parents to gather their views.</p> <p>Parent views on PE in school are positive and reflect the changes that have been made over the last 18 months.</p> <p>Parents feel that PE is important to us in school.</p> <p>Data collection at CP2 (Autumn) CP4 (Spring) and CP6 (Summer).</p> <p>Data has analysed and used to identify trends that were then shared and discussed with staff.</p> <p>Target children were identified and support was put in place. Parents have gained confidence to support physical activity at home and children are eager to share achievements in school.</p> | <p>National initiatives that we have taken part in include:</p> <ul style="list-style-type: none"> • Walk to school week • National Fitness Day • World Health Day • International Dance Day • International Women’s Day (football) |
| <p>Key Indicator 4: Broader experience of a range of sports and activities offered to pupils</p> | <p>Planning and delivery of PE is more consistent across all year groups. Teachers have been supported and confident in delivering high-quality PE lessons of different sports.</p> <p>Progression across year groups is clear and</p> | <p>National Curriculum + Development Matters outcomes are covered throughout the duration of the year.</p> |

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| | <p>consistent.</p> <p>Monitoring of teaching shows that a broader range of sports are being offered to our pupils</p> <p>Get Set 4 PE scheme ensures a range of sports are taught in school</p> <p>Specialist sports coaches have helped us to offer a broader range of sports to our pupils. Staff have learnt from sports coaches and feel confident in continuing teaching new sports. Curriculum map for PE shows a wide coverage of sports.</p> | |
| <p>Key Indicator 5: Increased participation in competitive sport</p> | <p>KS1 pupils competed against other schools in a range of sports.</p> <p>Pupils participated in intra-school events that were hosted by other schools, clubs and venues within our local community. Engagement with the Workington cluster competition calendar and primary festival package.</p> <p>Our pupils participated in at least 1 competitive event during the year.</p> <p>Pupil and parent voice regarding participation in competitive sport was positive and reflected the changes that we have made this year.</p> | <p>Children enjoyed participating in competitive sport. Children’s resilience has increased. Physical skills were further developed and pupils felt motivated to participate in future events.</p> |

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? | % | NA – We do not have a KS2 unit. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | % | NA – We do not have a KS2 unit. |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | % | NA – We do not have a KS2 unit. |

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| 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 | <i>NA – We do not have a KS2 unit.</i> |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Yes/No | <i>NA – We do not have a KS2 unit.</i> |

Signed off by:

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| Head Teacher: | <i>Amy Barclay</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Emily Olvanhill Class Teacher PE Coordinator</i> |
| Governor: | <i>Simon Marshalsea Chair of Governors</i> |
| Date: | <i>25th June 2024</i> |