



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Improve staff subject knowledge further through CPD delivered in school, which new members of staff may benefit from.	<i>Teaching and support staff, are confident when they lead or support the activity. Monitoring shows that staff use Complete PE to plan PE lessons. Key indicator 2 -The engagement of all pupils in regular physical activity - at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>	<i>£1000 cost for complete PE scheme. Sports coach RTFC £10000 SSP £3500</i>
Improve sporting opportunities for children at lunchtime by using RTFC to train sports leaders with the older children. Source additional training for MSAs to enable them to be able to support better play with the children	<i>Sports leaders enjoyed the training and took their roles very seriously. Lunchtime netball has been a success and was opened up to Y2 children also. Girl's football club was very well attended and more girls are joining in with the</i>	Completed with Y4 chn every Wednesday afternoon with RTYFC coach. Play leader to support during lunchtimes. <i>Continue to embed this next year and incorporate more training for MSA and</i>

<p>Target those children who do not currently belong to a sports club outside school with specialist after school coaching and clubs on offer. Increase this from 2 after school sessions to 3 sessions.</p> <p>Children who are not meeting the Expected Standard in PE to be targeted for an additional PE lesson per week with RTFC</p>	<p><i>lunchtime football club.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Gym and football club fully subscribed More pupils meeting their daily physical activity goal, more pupils taking part in PE and Sport Activities.</i></p> <p>Improved storage facility inside and outside for sports equipment. Extra equipment ordered, including new netball post, bibs and balls.</p> <p><i>Sports coach worked with children across Y1-Y4 pupils who took part in the sessions. These children joined in with the extra sessions and confidently took part in school sports day.</i></p>	<p><i>TA's to support play at break and lunchtimes and to run after school clubs.</i></p> <p><i>£1000 costs for additional coaches and support staff to support lunchtime sessions. Extra sports equipment was ordered for clubs.</i></p> <p>This continues to be a focus for next year.</p>
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Key priorities and Planning 2024-25

This planning template will allow schools to accurately plan their spending.

Key indicator to meet	Action – what are you planning to do	Who does this action impact?	Impacts and how this is sustained	Cost linked to the action
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p><u>PE provision:</u></p> <ul style="list-style-type: none"> -Staff, (including new members of staff LK, TH and TAs) participate in school physical activity and sporting opportunities, modelling healthy lifestyles behaviours for all children. - Sports Coach instils knowledge of PE skills & teaching through modelling of outstanding practice. Teachers develop confidence and extend their knowledge of planning and teaching PE to ensure quality in the delivery of PE teaching. - Development opportunities for new PE subject lead to develop new curriculum (GC) -SL attends cluster meetings with other Buntingford and Rib Valley Schools. (BRVS) 	<p>All staff and children.</p> <p>PE coach</p> <p>PE Subject Lead</p>	<ul style="list-style-type: none"> -High quality teaching and learning in PE through delivery of PE curriculum in partnership with Royston Town Youth FC. -CPD – New Subject lead to attend training. -Complete PE scheme purchased to supplement PE teaching for class teachers. -New teachers and new support staff are upskilled through working with sports coaches and PE courses and training within school and outside of school. -Children are determined, focused and enjoy PE sessions. They receive high quality teaching across a wide range of sports. -Children enjoy being active in their learning and develop greater resilience, problem solving and collaboration. -SL & SLT to observe lessons & monitor planning. 	<p><i>£1500 for teachers to undertake CPD and PE lead to develop subject knowledge.</i></p> <p><i>£3500 for sports partnership</i></p>

<p>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>-All students have daily opportunities to participate in physical activities. Within any one week to include PE, additional school sport activities, Forest School and physical activity in sports clubs during lunch and break.</p> <p>-Children have weekly PE lessons led by Sports Coach and a weekly lesson delivered by the class teacher (at least two hours of PE teaching per week). We offer a wide range of sports: tag rugby, multi skills, gymnastics, dance, cross-country, netball, tennis, and athletics.</p> <p>-Trained Forest School practitioners deliver Forest School active learning every afternoon to all classes. See curriculum maps on school website.</p> <p>-We build active breaks into the daily timetable for all children in the classroom (sensory circuits, movement breaks, walks, stretches, EYFS Dough Disco & Squiggle time).</p> <p>-Continue to embed a range of skill based sporting opportunities during lunchtime play: multi-skills, football, basketball, netball.</p> <p>-Play leaders support with maximising physical activity at lunch times and Y4 sports leaders receive training at the beginning of each term from the Sports Coach to develop their skills so that they can implement a selection of playground games. MSAs to receive training on how to teach the children to play more co-operatively.</p> <p>.</p>	<p>Forest School staff. PE coach PE Subject Lead Staff and children.</p> <p>The community & environment with more pupils walking to school & fewer cars.</p>	<p>-Staff supported with planning PE sessions by the Sports Coach. Staff observe & engage in sessions to gain ideas and skills for teaching a wide variety of sports.</p> <p>-Sports taught across the school. MSA/TA teams have handbook from SLT regarding supporting during play and lunch times (GL netball club Thursday)</p> <p>-Y4 sports leaders to be involved in leading short games at lunch.</p> <p>-Children make healthy choices and more children engage in sporting activities.</p>	<p><i>Sports coach x 5 hours a week</i> <i>£7,070</i> <i>X 3 afternoons per week</i></p> <p><i>1 midday play leader for 1 year + £3864</i></p> <p><i>Forest School staff £3700</i></p>
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<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>-Curriculum links: Enrichment mornings to support: Science: healthy eating - Mar PSHRE: team building, friendships, active anti-bullying week - Nov Maths: active maths of the day toolkit-May -Pupil voice groups to promote healthy aspects of life e.g. Eco Warriors and Sports Leaders. -Staff deliver high quality PE and school sport to the children for a minimum of 2 hours per week. Tennis and Dance to be offered using additional coaches during the spring term. -Sports Coach timetabled to teach at least 1 PE lesson for all classes from EYFS to Year 4, plus an enrichment session for those not meeting the expected standard in PE. Sports Coach to support teachers with planning, including termly overviews.</p> <p>-Sports Partnership buy in package enabling subject leader to organise events, obtain CPD for staff and self and support from SGO. Participation in regular intra sporting events through the sports partnership.</p> <p>-Subject Lead has support from the SGO and children are able to participate in events that will count towards the Gold Sports Games mark.</p> <p>-Children to take part in as many of the sports partnership events as possible throughout the year. Other local sport events explored to give children wider opportunities. Dance and tennis festivals.</p> <p>-Range of after school clubs run, open to children (football, netball, multi-skills, and gym).</p>	<p>All children, staff, sports coaches and school community. School Games Officer School Sports Partnership (SSP)</p>	<p>-Children learn a range of different sports skills and receive high quality PE based teaching and learning.</p> <p>-We share & celebrate sports events and achievements in Friday celebration assembly.</p> <p>-Children will be aware of local clubs and sporting activities on offer in their local area and we promote this on the display board in the hall.</p> <p>-Children demonstrate engagement, improved concentration & pro-social behaviours. They meet the required expectations in PE by the end of Y4.</p> <p>-Children to experience competitive sport in a fun and organised way. We share our sporting events and achievements with the community through the school website.</p>	<p>(£3500 for SSP) £600 active Maths subscription</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>-Walk to school week promoted for whole school. Children are encouraged to walk, scooter or bike to school</p> <p>-Weekly FS sessions in the forest for all children supporting green therapy, active lifestyles and SMSC agendas.</p> <p>-SL meet with RTFC lead to map out sports activities for the year with a focus on a broad range of activities and development of skills. RTFC to promote sports clubs</p> <ul style="list-style-type: none"> • Introducing clubs during CW • Information and flyers • Workshops <p>-We celebrate Black History Month with an African drumming workshop.</p> <p>-Ensure PPG/ VL children are included in as many sports events throughout the year as possible (monitored by AM & SB).</p> <p>-Additional teaching session to support children who are WTS in PE for EYFS, KS1 and KS2</p> <p>-Lunchtime activities developed by Y4 play leaders and supported by MSAs.</p> <p>-Development of EYFS outdoor areas.</p> <p>-Whole school events that promote physical activity and inspire children to take up different sports/activities (e.g. sponsored activities & fundraisers).</p>	<p>All children and staff.</p>	<p>-Children have opportunities to use their scooters and bikes to get to school to remain physically active.</p> <p>-Children learn new skills and enjoy new sports that they have not experienced previously.</p> <p>-Children have more opportunities to experience leadership opportunities in school. Pupils feel empowered to engage in sports leadership.</p> <p>-Children will feel motivated and enthusiastic about physical activity when it is a high profile fundraising event.</p>	<p><i>Equipment needed such as more netballs and posts, tennis nets, badminton racquets, to incorporate new sports.</i> £700</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>-To promote and signpost children and their families to a range of competitive sporting activities via website.</p> <p>-External representation in the town by the school (hosting Cougars).</p> <p>Continue and develop links with Rib Valley schools (including local middle schools), as well as other local schools to enable inter-school competitions throughout the year.</p> <p>-SL work towards getting the Gold Sports Games Mark.</p> <p>-Opportunity to participate in competitive sport successfully for pupils.</p> <p>-KS1 children will be inspired and enjoy sporting activities even further. They will be ready for competitive sporting events in KS2.</p> <p>-Children will be aware of their strengths and set realistic and challenging goals. Children will be more inspired to take part. Children will experience a healthy competitive environment.</p>	<p>All children and staff.</p>	<p>-External representation in the town by the school.</p> <p>-Opportunity to participate in competitive sport successfully for pupils.</p> <p>-KS1 children will be inspired by sports leaders and enjoy sporting activities even further. They will be ready for competitive sporting events in KS2.</p> <p>-Through engaging in sport children will be aware of their strengths and set realistic yet challenging goals. Children will be inspired to engage.</p> <p>-Children will experience a healthy competitive environment.</p>	<p>(£3500 SSP cost)</p> <p>Funding: £16180</p> <p>Total spend: £17234</p>
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Key achievements 2024-2025

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>Children identified as not meeting expectation for PE. WT Assessment tool has been created for teachers to identify children who are WT. AFL end targets has been created, identifying key areas in which children are struggling in.</p> <p>All after school sports clubs run by RTFC and Layston are open to all children who do not participate in clubs outside of school.</p> <p>Possible new PE scheme- Get set 4 PE</p>	<p>Every Friday Royston PE Teacher will take a year group looking at the AFL assessment end targets to know what to teach to specific children who are WT in PE.</p> <p>Cost= £585.00 for YR-4</p>	<p>Another school has highly recommended this scheme and suggested it is better than complete PE. However, the cost is higher.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	N/A

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	N/A
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	N/A
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	N/A

Signed off by:

Head Teacher:	<i>Adele McMurrough</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Gemma Croucher</i>
Governor:	
Date:	