



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

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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

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](#)

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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.

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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
<ul style="list-style-type: none"> To maintain the numbers walking to school and increase the access to cycle to school To have designated areas and activities available at break and lunchtimes to support more physical activity. To improve pupil voice in how to support more physical activity 	<ul style="list-style-type: none"> New sports leaders trained and plan implemented. Children have been active across school and have worked well with all KS1 children and lunchtimes to increase their activity. They have also supported sports days as leaders. Walk to school week and tracking all year round of active travel, use the eco-warriors to promote active travel and walking/cycling to school. With the support of Mrs Dudfield she has tracked and promoted the walk to school through her eco-warrior meetings. The balance bikes have been used a lot more in EYFS and the children understand how to be safe and competent in using them. There has been a big focus on playtimes and we have increased the engagement outside, this has enabled children to be active consistently. 	<p>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>
<ul style="list-style-type: none"> To access a range of OAA trips throughout school To offer a range of extra-curricular activities that are not only sports but target other areas targeting healthy lifestyles To work with outside agencies: Chance to Shine and Wolves to support extra-curricular activities 	<ul style="list-style-type: none"> Children this year have attended Kingswood, Chelmarsh and Towers all Outdoor adventurous sites. This has enabled the children to have a go at a lot of different activities outside of the PE Curriculum. Clubs were all planned in and we offered many different sports clubs with the use of teachers and Wolves coaches. We also targeted girls only clubs to increase the percentage of girls attending after school clubs. Continued to work with Wolves, Chance to Shine and LTA to support outside agencies coming into school to extend the offer to the children. 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>

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<ul style="list-style-type: none"> • Build on the amount of sporting events attended from 2021- 2022 • Continue to improve School Swimming Levels with year 6 booster lessons • Create links with the community by completing assemblies, local companies delivering extra-curricular, identifying local clubs that children can join outside of school 	<ul style="list-style-type: none"> • JB has tried to avoid clashes with sporting events and trips, however sometimes has been unavoidable especially in the summer term due to trips being booked before the sports fixture calendar was released. However, the children competed in football, netball, athletics and hockey this year. Which gives children the support to improve their confidence when competing against other individuals. • Continued to complete house competitions in school to raise the profile of different sports. • We have had lots of after school clubs this year with 25 clubs available for many children in all the different age groups across school. I have used the PE passport to see children’s attendance and how many clubs they have managed to attend. I have been able to identify what groups of children are attending and it has allowed me to create a focus 2023/24. • We have engaged with chance to shine and promoted spring vale cricket club alongside working with Emily White a tennis coach from the LTA and she is going to add to our Extra-curricular offer next year. • We have continued to use the Royal school, and trained another learning support to teach swimming which has had an impact on overall swimming numbers over 70% can swim 25m and 89% can complete a self-rescue when leaving year 6 this is the highest number we have had. • Due to Year 6s being able to swim the required distance we were able to offer swimming to the Year 5s as booster to allow them to also progress with their swimming. 	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>SIP: Children to be able to swim 25m by the end of year 6</p>
<ul style="list-style-type: none"> • Increase teachers CPD: Swimming • Team teaching with different teachers from the previous year • Teacher and Learning support CPD • PE lead to improve curriculum and own knowledge through attending AfPE specialism course 	<ul style="list-style-type: none"> • Jordan Cox attended swimming course has impacted our lowest year 3s so we can have more swimming groups with smaller numbers. • More teachers are delivering PE and PE lead has been able to support a range of teachers and a plan will be put in place to support different teachers moving forward. • JB has started AfPE Specialism to upskill self and to support the curriculum and subject knowledge. 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>
<ul style="list-style-type: none"> • Increase range of sports competitions 	<ul style="list-style-type: none"> • We have had a girls’ football team this year for the first time. We are hoping to continue this and use teacher support to keep the momentum going to support the girls being able to access more competitive sports. • Staff have supported with clubs to enhance children’s team offer 	<p>Key Indicator 5: Increased participation in competitive sport</p>

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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>To maintain the numbers walking to school and increase the access to scooter and cycle to school:</p> <ul style="list-style-type: none"> New scooter pods put at the front of school to be able to store scooters and bikes at a safe point. Scooter and skateboard workshop to support active travel to school. Balance bike workshop for EYFS to support early bike skills. Continue to track how active the children are coming to school using Walk to school app. Children to have bike ability workshops 	Whole school.	<p>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>All the actions allow support children to learn how to be safe on different modes of active travel. This active travel will be logged and children can track how active they are being coming to school. This will embed being healthy and routines in coming to school in an active way.</p>	<p>£720 Scooter Workshop</p> <p>£400 Walk to school programme</p>
<p>To have designated areas and activities available at break and lunchtimes to support more physical activity – scooter area and mud kitchen</p> <ul style="list-style-type: none"> New sports leaders trained and plan implemented how they can support lunchtime activities with KS1 Start OPAL to create designated play areas to encourage activity at lunchtimes. Work with lunchtime supervisors to support active playtimes and reduce wet play using all the school facilities at break and lunchtimes. 	Whole school.	<p>Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer Guide lines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>	<p>Investment in the children to increase their leadership skills, which will increase their confidence. This also supports younger children to have active role models in school.</p> <p>The journey of OPAL will start. We will be investing in our grounds to support the children to be active at lunchtimes and breaktimes. This is a way of targeting children who are not 'sporty' and finding ways they can be active by den making, digging, role play etc. This then allows children to enjoy being active in their</p>	<p>£1100 Sports leaders</p> <p>£500 OPAL budget: speaker, equipment</p>

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<p>To build on the amount of sporting events attended from 2022 – 2023,</p> <ul style="list-style-type: none"> • Continue to be part of ConnectEd and attend the PE lead meetings to support knowledge of upcoming events and new sports on the horizon. • Have good communication with SGO to allow children to compete in as many events as possible • Continue to have a range of house competitions to lead into sporting events. • Identify competitions in the calendar and work with all teachers to support competitions outside of school • Identify when the sporting events are happening and put them in the calendar from the beginning of the year • Identify how timetabling can allow for daytime competitions to support more access and opportunities rather than clashes with minibus after school 	<p>Year 5 and 6 for outside school events KS1, LKS2 and UKS2 for house competitions</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>lunchtimes but also building social skills through play.</p> <p>This year we have entered a girls’ football team, this has increased the amount of girls competing in inter-school competitions. Games have been able to be played during school time which has allowed for easier end of day to support. SB has supported the girls’ football team by working with them in afterschool club to ensure they are ready for games. Overall we have entered the boys football league, girls football league, mixed netball league and swimming competition. There has been house competitions throughout lessons this year to support all children accessing competition where they are applying skills learnt within lessons.</p>	<p>£2500 Minibus</p>
<p>To continue to improve School Swimming Levels with year 6/5 booster lessons</p> <ul style="list-style-type: none"> • Continue to use The Royal and identify the teachers who can deliver swimming in school to support the delivery of swimming to reduce costs for the school. TCC, JB, JC & HC are swimming teachers • Identify if there are others teaching assistants that could attend a swimming instructor course. 	<p>Year 3 and 6 Swimming. Booster for Year 3</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>We have continued to use The Royal School this has helped with consistency and have had more teachers teaching swimming. This has allowed smaller groups and swimming to be more tailored to more children’s needs. JC and JB have delivered lessons this year and have supported all children in progressing. JB has replanned swimming levels inline with Swim England to support</p>	<p>£3712 The Royal swimming for year 6 booster lessons</p>

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<p>To create a website page with useful links of local clubs in the area, ask if local clubs can come in and deliver sessions of different activities to support engagement outside of school</p> <ul style="list-style-type: none"> • Add page to website and researched local clubs • Shared with parents • Contact local sports clubs if they can offer taster sessions in school and publicise to parents <p>To continue to have more clubs available, work on attendance of clubs so attendance is an expectation.</p> <ul style="list-style-type: none"> • Use school survey to understand what club offer children want in school • Plan in the clubs from September 2023 where the teachers will deliver a club at least one per term aligning with school competitions so children can complete the club then represent the school so they are prepared for that activity • Use the PE Passport to complete registers for clubs • Track attendance of clubs to allow more children the offer of clubs to allow maximum attendance • Increase girls' participation in clubs • Make connections with local areas to offer clubs after school: Wolves and LTA tennis coach 	<p>Whole School JB</p> <p>Whole School Every teacher delivers a club supporting a variety on offer.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key Indicator 5: Increased participation in competitive sport</p>	<p>clear progression between swimming groups.</p> <p>Many children do not participate in clubs or activities outside of school by having this page on the website is a clear way for parents to access any information they need and support all children being more active outside school time. Had a workshop with local football team to support children getting involved outside school.</p> <p>This year we have had on offer 31 clubs. That is the largest extra-curricular offer that we have ever provided. We have used Wolves to support and also a tennis coach from the LTA to offer 13 clubs across the year. The rest of the extra-curricular offer has been led by teaching staff and learning support. The clubs on offer was feedback from the children's survey and all have been well attended. There has been a focus on girls' only clubs to support more girls attending afterschool clubs. Registers have been closely monitored with the use of the PE Passport to give feedback on who is attending clubs and who to target next year.</p>	<p>Wolves £3250 Tennis coaching £540</p>
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<p>To continue to complete team teaching with members of staff</p> <ul style="list-style-type: none"> • Teacher and Learning support CPD • Targeted support for specific teachers • Monitor and give teachers support from videos • Use staff questionnaire to identify areas teachers need support with in terms of team teaching. • Identify if there are any whole school CPD that can be completed. • Continue to use the PE passport to aide planning and log assessment to support teachers delivering PE. • Use the AfPE qualification to improve the year 3 curriculum, alongside using knowledge organisers to support development of language and skills around PE • To continue to work with outside partners to support the delivery of the curriculum and support teachers with CPD • Chance to Shine to come and support 	<p>4 teachers LD, SB, TR, JB Year 3,4 and 6</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>JB has completed AfPE qualification, throughout the year this has supported re-planned areas of the curriculum to be more inclusive. Through using this qualification assessment and a progression document has been created to allow teachers to understand assessment and where the children should be in each year group. This will be supported year on year as teachers can now make clear judgements which will support future teaching. The use of the PE passport supports this as it's clear to see what groups of children and individuals have been able to achieve. There has been a continuation of support from teachers who have worked with JB. All teachers have been reflective and have worked on different areas over the year.</p>	<p>£3500 JB PE lead time £839 PE Passport £597 JBiddle AfPE course</p>
<p>Identifying replacement equipment to enable high quality PE lessons, to ensure all teachers have enough and the resources are safe to use.</p>	<p>JB monitoring and feedback from whole school</p>		<p>Identify what is bought and how we maintain the equipment. Each year different items will be needed but teaching pupils to respect and tidy away is paramount so they understand the value of having the equipment.</p>	<p>Equipment Budget £750</p>
<p>To access a range of OAA trips throughout school</p> <ul style="list-style-type: none"> • Continue to plan Towers, Kingswood, Chelmarsh and identify if there are other opportunities that children can access to support OAA. 		<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>We have taken year 6 to towers as an outdoor adventurous activity where they have been able to complete different activities that they would not normally</p>	

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			<p>complete in an everyday environment. Children have attended Kingswood and Chelmarsh visits which have also enhance their opportunity to try new activities that are linked to physical activity.</p>	<p>Budget: £18,390 Total Costed £18,408</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
<p>PE lead continue to have two dedicated days to PE this has enabled her to lead swimming and teach swimming to all year groups. Supported 3 teachers in early development of teaching PE.</p> <p>Continued to swim at The Royal and has JB and JC teach swimming consistently throughout the year.</p> <p>Engagement in activities across ConnectEd – Swimming, Football, Netball, WolvOlympics</p> <p>Scooter and Skateboard workshop to engage with active travel.</p> <p>Improvement in extra-curricular activities up from 26 in 2023/24 to 31 in 2024/25.</p>	<p>Overall as a second year of teachers delivering PE teachers are improving subject knowledge and are showing increasing confidence when delivering PE. Working with subject lead allows conversations and scenarios to be delivered and supports teachers in their own practice. Through this support the teachers are delivering better lessons.</p> <p>Booster lessons have happened weekly and the year 6 children have gone from 4% being able to swim after core lessons in year 3 to 71% able to swim at least one stroke of 25m and 82% able to meet the water safety expectations.</p> <p>Children want to compete for their school and improves sporting profile in the school. Girls have been more involved in representing school through football games, netball and swimming. Participation has been equal rather than male dominated. Highlight hosting a Netball tournament for over 40 children to compete in.</p> <p>Children had improved confidence with scooters and increased active travel to school and also an area we will develop in school time during OPAL.</p> <p>Range of clubs offered which has allowed more opportunities for children to complete a club outside of school time. More clubs on offer creates a whole school ethos of completing and going to clubs.</p>	<p>ECT in school continue to work with next year – still teachers not worked with due to timetabling. Highlighted next year 5/6 and ¾</p> <p>Continue to work with JB and JC to support swimming to enable the progression.</p> <p>Continue to work with NS the SGO to support our attendance at events and support other schools to access events. Look at the calendar and identify key events at the beginning of the year.</p> <p>Something to recap every 2 or 3 years to support the children with coming to school in active ways.</p> <p>Continue to use Wolves, Tennis coach and develop connections with Inspire2Dance.</p>

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<p>Sports leaders role models in school supported with Sports days and consistent help with children in lower year groups.</p> <p>PE lead completed AfPE course – assessment clear plan use of the PE Passport and structure for teachers to have more confidence in delivering PE.</p>	<p>Sports leaders have had more of a positive impact across school, more consistent being outside and supporting children with play. Checked up on by JB more regularly. They have also been able to support with lessons in summer 2 aiding teachers in PE lessons.</p> <p>Assessment has been looked at across school and teachers have clear understanding of how to assess and criteria to assess against in PE. Through the course JB has reflected and changed the curriculum to support the children and their development. Specifically developing year 3 and 6 curriculums. Achieved gold for school games mark, due to the areas developed through the AfPE course. Including pupil voice to support clubs, attending events that are not competitive and more inclusive. Range of opportunities and working with outside agencies supports whole child development.</p>	<p>Develop timetable earlier on for support in PE lessons introduce in Spring term.</p> <p>Continue to do year 6 training in autumn term, pivotal for OPAL next year to support with play and areas.</p> <p>Over summer to look at planning and see how the assessment can be clearly linked each lesson.</p> <p>Continue to use surveys from the children to highlight what clubs and highlight key children not attending clubs to support them in attending activities.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

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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 - 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?	71% (Wolverhampton 52% 2023)	When children swam in year three this percentage was 4% of our 45 cohort. Booster lessons have been taken and have made a n impact on the whole cohort even if they have not been able to swim 25m.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	82% (Wolverhampton 56% 2023)	
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 we have used money to support year 6 booster lessons.	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	JB attended connected webinars	

Signed off by:

Head Teacher:	Zoe Rollinson
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jenny Biddle
Governor:	
Date:	10 th July 2024

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