



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>To employ a member of staff that is Level 3 trained Forest school lead.</p> <ul style="list-style-type: none"> • Planning for all pathways. • Purchase of relevant equipment • Set boundaries for pupils on safety • Set weekly sessions for pupils to attend • Start to roll out for whole school 	<p>All classes access forest school on a weekly basis. Planning is in place for all sessions. All equipment needed for this academic year has been purchased and used to enhance learning.</p> <p>Timetable in place and shared with all staff.</p>	
<p>To create a whole school timetable for, forest school, swim, PE, Rebound Therapy, safe mobility room, music & dance.</p>	<p>All students receive some physical movement/exercise daily. This has been quality assured. These sessions, now include physio, swim, PE forest school, Dance massage, Rebound therapy, MOVE- through functional activities, cycling</p>	
<p>To create a whole school timetable to ensure all students have at least 1 session of forest school, swim, PE, Rebound therapy each which.</p>	<p>Physical education Outdoors, in the hall, local leisure centre. PE scheme of work purchased, shared & delivered</p>	

<p>Students having access to at least 2 hours of physical activity each week.</p> <p>Purchase Equals scheme of work and to share with teachers.</p> <p>To contact local providers at the beginning of the academic year to discuss what can be offered and when this can be implemented.</p> <p>Ensure this information is shared with staff so they can ensure students are able to attend the sessions supported by familiar staff and staff where appropriate take the opportunity to improve their own skills of delivering different activities</p>	<p>by staff.</p> <p>OUTSIDE PROVIDERS have come into school to upskill staff in cricket, Dance & tennis.</p> <p>We are also lucky enough to work with Lord Taverners through Derbyshire County Cricket Club who provide table cricket sessions in school. Which then lead onto competitions across the school year.</p> <p>MOVE is delivered with more staff having been trained.</p> <p>FOREST SCHOOL & Rebound Therapy, is now accessed by all students on a weekly basis.</p>	
<p>Sports coordinator to identify & implement a scheme of work that is appropriate for the students.</p> <p>Long term & medium term planning in place.</p> <p>Moderate progression of students</p> <p>Up skill staff to ensure they are helping pupils learn all about sport, increase their physical literacy & develop important motor skills.</p> <p>6 staff to take part in rebound therapy training.</p>	<p>The Equals scheme of work was purchased and shared with staff as well as being on the server. Students progression has been recorded and evidenced on Earwig.</p> <p>Planning is sequenced and has breadth.</p> <p>Staff have been supported by other professionals to help deliver, cricket, tennis & Dance.</p> <p>More classes/students access rebound therapy throughout the school year.</p> <p>All classes have been able to access weekly session throughout the academic year.</p> <p>Through movement experienced during rebound therapy, pupils develop gross motor skills,</p>	

<p>To give the students the opportunity to experience a variety of sports & PE activities in different environments.</p> <p>To develop opportunities for students to participate in intra-school and inter-school competitions and events. To increase participation at games and PE sessions at other schools and venues.</p>	<p>independence, relationships, awareness, communication, perception and enjoyment.</p> <p>Accessing outdoor education centres, including Lea Green. We have offered activities including, low ropes, cycling, zip line, plus other adventurous activities which cannot be offered whilst in school.</p> <p>Accessing the local leisure centre, for swimming, and use of their gym. Has allowed students to participate in activities in their local environment, this has also incorporated skills related PSHE.</p> <p>Students, to compete against other Derbyshire special schools at the Derby cricket ground.</p>	
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1. Increase confidence, knowledge and skills of all staff in teaching PE and sport;
2. Increase engagement of all pupils in regular physical activity and sport
3. The profile of PE and sport is raised across the school as a tool for whole school improvement;
4. Broader and more equal experience of a range of sports and physical activities offered to all pupils; and
5. Increased participation in competitive sport.

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
Top up swimming and water safety sessions.	Students, Teaching staff and support staff.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Improved numbers of pupils who can swim and know, understand and are aware of water safety by the end of KS 2.	£180 + £150. +£210
Purchase of PE equipment.	Enables staff to deliver varied lessons with greater ease due to maximum participation being achieved. Provides opportunities to engage physically and regularly, including in games at breaktimes	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Increases pupil activity and supports a healthy lifestyle	£300.00
Use Sports Coaches Provides high skill-set of teaching provision to support school staff	Subject Leader/teachers/support staff planning the curriculum in line with school long term plans	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Additional opportunities to be involved in other PE activities, to receive specific teaching knowledge	Ice skating £622.00 Lea Green £2000.00
Develop a long term plan to ensure a broad experience and range of sports and activities •orInclude specialists to develop additional skills eg cycling, ice skating, local gym.	Recruit further sports activities as part of theme days and incorporate with opportunities to upskill staff	Key Indicator 4. Broader and more equal experience of a range of sports and physical activities offered to all pupils. Key indicator 5. Increased participation in competitive sport.		
Increase range of activities to enrich the PE	Review the long term plan to identify	Key Indicator 4. Broader and more	All children have taken part in an enrichment sport	Rebound Therapy £588. + £210

<p>programme – This Creates excitement for children, is a Source of inspiration and develops an Increased awareness of lesser known sports/activities. Allowing all students to access something they couldn't otherwise</p>	<p>opportunities for enrichment activities Include a variety of additional sports that children wouldn't typically have access to (eg ice skating, cycling, horse riding)</p>	<p>equal experience of a range of sports and physical activities offered to all pupils.</p>	<p>Accessibility measures ensure that they are accessible to all.</p>	
<p>Forest school - To employ a member of staff that is Level 3 trained Forest school lead.</p>	<p>All students across the school.</p>	<p>Key indicators: 1. Increase confidence, knowledge and skills of all staff in teaching PE and sport; 2. Increase engagement of all pupils in regular physical activity and sport. 4. Broader and more equal experience of a range of sports and physical activities offered to all pupils;</p>	<p>All classes access forest school on a weekly basis. Planning is in place for all sessions. All equipment needed for this academic year has been purchased and used to enhance learning.</p>	<p>£897.00 £10700.00 £60.00 + £300</p>
<p>Derbyshire networking – foster relationships with other schools. CPD – All staff</p>	<p>Students, Teaching staff and support staff. Physical week – focus for all students to be as active as possible and workshops delivered</p>	<p>Key indicators: 1. Increase confidence, knowledge and skills of all staff in teaching PE and sport; 2. Increase engagement of all pupils in regular physical activity and sport.</p>	<p>Established relations with a local schools and development for PE lead</p>	<p>£130.00 £300. £500.00 IAs x2 £210 Teacher x2 £600</p>
<p>MOVE assessment</p>	<p>All teachers, Senior Intervention assistants, Intervention assistants and all our students.</p>	<p>Key indicators: 3. The profile of PE and sport is raised across the school as a tool for whole school improvement; Key Indicator 4. Broader and more equal experience of a range of sports and physical activities offered to all pupils</p>	<p>By obtaining the MOVE quality mark at Stanton Vale, we have celebrated this on the Academy website and news letter. It has been on our Website and a variety of social media. We celebrated our physical</p>	<p>Move award £140.00</p>

			achievements through sports day and MOVE day.	
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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?	0%	<i>We have 5 students in our Special needs school that are the year 6 cohort and although they are making good progress due to their special needs they are not able to competently, confidently and proficiently over a distance of at least 25 metres.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	<i>We have 5 students in our Special needs school that are the year 6 cohort and although they are making good progress due to their special needs they are not able to use a range of strokes competently.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p><i>We have 5 students in our Special needs school that are the year 6 cohort and although they are making good progress due to their special needs they are not able to perform safe self-rescue in different water-based situations</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p><i>All our students swim at least once weekly over the academic year.</i></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/No</p>	<p><i>We have employed a full time, fully qualified and experienced swim teacher and a full time swimming assistant.</i></p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Alison Wilson Class Teacher/Physical lead.</i>
Governor:	<i>(Name and Role)</i>
Date:	