



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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| <i>The embedding of a team-teaching programme of support for staff was introduced from continued after a trial period last year.</i> | <i>Through working alongside subject leader and specialist PE teacher, staff were able to develop their subject knowledge and skills in teaching physical education through a coaching model of observation, team teaching, skill building and review. A wide range of skills and techniques were modelled, including lessons structures and questioning using realPE platform. As a result, progress in the delivery of the PE curriculum was evident. All teachers received team teaching across the year and 15/15 teachers increased in confidence in delivery. The investment in staff has developed the delivery of lessons, thus raising the quality of PE provided for</i> | <i>Team teaching should continue as method for building staff confidence in delivery and therefore lead to improved attainment within PE for all pupils.</i> |

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| <p><i>Continued analysis of extra-curricular clubs to better identify target groups.</i></p> | <p><i>children.</i></p> <p><i>Analysis of club register of extra-curricular clubs has shown the number of children being physically active has increased by 8% across the school. All club spaces are fully signed up. 45% (17/38) of SEND children attended sports clubs up from 32%. 52% (40/77) PP signed up for and attended clubs an increase of 19% from previous year. Sports Premium spend supported a 12% increase in the number of girls attending extra-curricular clubs, increasing to 58%.</i></p> | |
| <p><i>Purchase of high quality PE equipment, additional PE kits and playground equipment</i></p> | <p><i>Purchasing of sufficient amounts of high-quality PE equipment, spare PE kits and playground equipment has seen a reduction in the number of children being physically inactive during PE lessons and at breaktimes.</i></p> | <p><i>Removed a barrier to physical activity and has created opportunities for the children to become more physically active in the future.</i></p> |
| <p><i>Run highly inclusive Keeping Healthy Week to raise profile of PESSPA within school and community.</i></p> | <p><i>Keeping Healthy Week provided opportunities to focus on 'Belonging'. Children across the school had access to a number of different activities such as: Fencing, Climbing, Archery, Orienteering, Circuit training and Hoola Hooping. During this week, Olympian Matt Weston delivered inspirational assemblies and</i></p> | <p><i>The evaluations of the week demonstrated engagement and enthusiasm in participating in Physical Activity or sport from a significant majority of children and increased knowledge of keeping healthy across the school. Continue to provide opportunities and parental engagement</i></p> |

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| | <p><i>workshops with the children. The week ended with intra-school competition.</i></p> | <p><i>during this week.</i></p> <p><i>Use of Sports Premium funding has raised the profile of PESSPA across the school, with an increase in children enjoying PE (based on pupil survey) and recognising the importance of PE.</i></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 |
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| <p><i>Equipment</i></p> <p><i>Purchasing of high-quality equipment (including additional PE kits) to supplement PE and club provision.</i></p> | <p><i>Teaching staff, coaches - as they need to lead the activity</i></p> <p><i>pupils – as they will take use the equipment.</i></p> | <p><i>Key indicator 2 –Increased engagement of all pupils in regular and physical activity and sport</i></p> <p><i>Key indicator 3: Profile of PESSPA raised across the school</i></p> | <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities (wearing kits).</i></p> | <p><i>£5000</i></p> |

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| <p><i>Staffing</i></p> <p><i>PDP for teachers – Team teaching - Invest in specialist PDP so that staff have the confidence and skills to deliver a high-quality PE curriculum.</i></p> <p><i>Encourage staff to seek out and engage in specialist external CPD to address gaps in their own practice.</i></p> <p><i>Provide adequate time and resource for staff to engage with the school's PE curriculum/scheme (realPE) so that they know and understand what is to be taught.</i></p> | <p><i>Teaching staff</i></p> <p><i>Teaching staff</i></p> <p><i>Teaching staff</i></p> | <p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 1</i></p> <p><i>Key Indicator 1</i></p> | <p><i>Primary teachers 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.</i></p> <p><i>Teaching staff value the impact of PDP and a significant proportion report an increase in confidence to deliver PE lessons.</i></p> <p><i>Teaching staff report an increased knowledge and understanding of the curriculum/scheme, resulting in an improved percentage of pupil attainment in PE.</i></p> | <p><i>£22,681</i></p> |
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| <p><i>Allocate sufficient dedicated leadership time to ensure that the subject of PE is well-led, that staff are adequately supported and that local and national initiatives and developments are implemented effectively at Staplehurst School.</i></p> | <p><i>Teaching staff</i></p> | <p><i>Key Indicator 1</i></p> | <p><i>Increased PE Subject Lead knowledge resulting in better outcomes for pupils in PE. Staff recognise the support from the PE subject Lead, resulting in improvements in their teaching practices.</i></p> | |
| <p><i>Empower teaching staff to take responsibility for teaching PE in 2023/24, supplementing and enhancing the lessons taught with team teaching.</i></p> | <p><i>Teaching staff</i></p> | <p><i>Key Indicator 1</i></p> | <p><i>Improved percentage of teaching staff teaching PE on a weekly basis. As a result, staff confidence improves.</i></p> | |

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| <p><i>Staffing (continued)</i></p> <p><i>Continue to offer and expand enrichment opportunities by offering a variety of extra-curricular clubs and opportunities to improve the engagement of our pupils in physical activity and sport.</i></p> | <p><i>Pupils</i></p> | <p><i>Key Indicator 1 & 2</i></p> | <p><i>Improved attendance at extra-curricular clubs with more children engaging in regular physical activity</i></p> | |
| <p><i>Increased access to activities during break time and lunch times leading to more people independently being physically active</i></p> | <p><i>Pupils</i></p> | <p><i>Key Indicator 2</i></p> | <p><i>Increase opportunities for pupils to be more active at break and lunch times, e.g. PRIDE equipment.</i></p> | |

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| <p><i>Further develop the profile of PESSPA at Staplehurst School by; creating a PE display area to celebrate our sporting achievements and celebrate our successes on the school website and social media platforms.</i></p> | <p><i>Pupils and the wider school community</i></p> | <p>Key Indicator 3: <i>Raising the profile of PE and school sports across the school to support whole school improvement</i></p> | <p><i>Increased social media/newsletter posts promoting physical education, school sport and physical activity</i></p> | <p><i>£5852</i></p> |
| <p><i>Hold a high-profile Keeping Healthy Week which includes workshops, athlete visits and Sports Day attended by parents</i></p> | <p><i>Whole school community</i></p> | <p><i>Key Indicator 3</i></p> | <p><i>All stakeholders report a positive impact; collected via pupil/staff/parent voice</i></p> | |
| <p><i>Organise further whole-school events, including inter and intra competitions throughout the 2023/24 academic year.</i></p> | <p><i>Pupils</i></p> | <p><i>Key indicator 3</i></p> | <p><i>Improved number of inter and intra competitions offered to the children . All pupils participate in some form of competition.</i></p> | |

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| <p><i>Further improve and enhance our extra-curricular provision by offering a wider range of sports including sitting volleyball, tennis, cheerleading and multi-sports</i></p> <p><i>Improve the systems used to collect and analyse the participation data so as to better target specific groups.</i></p> | <p><i>Pupils</i></p> <p><i>PE Subject Lead and pupils</i></p> | <p>Key indicator 4: <i>Offer a broader and more equal experience of a range of sports and activities to all pupils</i></p> <p><i>Key Indicator 4</i></p> | <p><i>More pupils subject to and engaging in a wider range of sports resulting in increased percentage meeting their daily physical activity goal</i></p> <p><i>Increased participation in PP, SEND and Girls (targeted groups) in physical activity</i></p> | |
| <p><i>Engage in the inter-school competitions provided through TWSSPA membership and networking</i></p> <p><i>Develop links with local schools to provide opportunities for pupils to participate in competitive sport.</i></p> | <p><i>Pupils</i></p> <p><i>Pupils</i></p> | <p>Key Indicator 5: <i>Increased participation in competitive sport</i></p> <p><i>Key Indicator 5</i></p> | <p><i>More pupils from across the school to participate in competitive sport, resulting in improved outcomes, attitudes and participation.</i></p> <p><i>Improved links result in more competitive opportunities for our pupils to engage in. Joined Greenfields Leagues (continue 24/25)</i></p> | <p>£1500</p> |

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| <i>Provide opportunities for vulnerable pupils, including targeted pupils to participate in inclusive sports.</i> | <i>Pupils</i> | <i>Key Indicator 5</i> | <i>A greater number of events, attended resulting in a larger proportion of pupils being subjected to competitive sporting activities. PE lesson units included competition at end of unit as well as personal best challenges.</i> | |
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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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| <p><i>The continuation of team-teaching programme of support for staff embedded.</i></p> | <p><i>Through working alongside and specialist PE teacher, staff were able to develop their subject knowledge and skills in teaching physical education through a coaching model of observation, team teaching, skill building and review. Teachers focussed on procedural and declarative knowledge with explicit modelling. As a result, progress in the delivery of the PE curriculum was evident. All teachers received team teaching across the year and 15/15 teachers increased in confidence in delivery. The investment in staff has continued to develop the delivery of lessons, thus raising the quality of PE provided for children. Children showed increased levels of procedural and declarative knowledge.</i></p> | <p><i>Team teaching should continue as method for building staff confidence in delivery and therefore lead to improved attainment within PE for all pupils. Next steps should improve formative assessment.</i></p> |
| <p><i>Improve the systems used to collect and analyse the participation data so as to better target specific groups.</i></p> | <p><i>More detailed analysis of club register of extra-curricular clubs has shown the number of children being physically active has increased by 12% across the school. All club spaces are fully signed up. 50%</i></p> | <p><i>Provision of extra-curricular clubs has provided opportunities for children to engage in various activities. A bolster programme of clubs (offering a wider variety and higher number available)</i></p> |

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| <p><i>Purchase of high quality PE equipment, additional PE kits and playground equipment</i></p> <p><i>Run highly inclusive Keeping Healthy Week to raise profile of PESSPA within school and community.</i></p> | <p><i>(19/38) of SEND children attended sports clubs up from 45%. 58% (45/77) PP signed up for and attended clubs an increase of 6% from previous year. Sports Premium spend supported a 9% increase in the number of girls attending extra-curricular clubs compared to previous year, increasing to 67%.</i></p> <p><i>Purchasing of sufficient amounts of high-quality PE equipment, spare PE kits and playground equipment has seen a reduction in the number of children being physically inactive during PE lessons and at breaktimes.</i></p> <p><i>Keeping Healthy Week provided opportunities to focus on 'Active for 60'. Children across the school had access to a number of different activities such as: Climbing, Mini-golf, Taekwondo, Healthy Me workshops, Orienteering, Circuit training. During this week, Olympian Peter Bakare was scheduled to deliver inspirational assemblies and workshops with the children. Unfortunately, he was ill and this has been moved to early next year. The week ended with intra-school competition – Athletics (Sports Day).</i></p> | <p><i>led to increased participation.</i></p> <p><i>More children engaging in PE lessons and using high quality equipment has also shown improvement in attitude towards a healthy lifestyle. Pupil surveys support data.</i></p> <p><i>Children engaged in sports which were relevant to the Olympics, and developed cultural capital. Surveys show positive impact of Keeping Healthy Week in participation of children. Parental engagement was higher than previous years. Further engagement with parents across other intra-school competitions to be pushed next year.</i></p> |
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| | <p><i>Releasing video about how PE is taught at Staplehurst School also provided positivity from parents, raising the profile within the community.</i></p> | |
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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> |
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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? | 50% | <p><i>We have a limited number of sessions of swimming lessons and pupil absence/ medical circumstances affect the results.</i></p> <p><i>A further 25% of children were able to swim between 15-20m. Additional swimming lessons would have led to an increase in overall percentage swimming 25m.</i></p> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 62% | <p><i>Currently, Staplehurst are only offering swimming in Year 6 in the form of a 10-week swimming programme showed an improvement in number of children swimming effectively, however many still show greater strength with one stroke.</i></p> |

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| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>80%</p> | <p><i>Children spent time across each swimming lesson learning to self-rescue, turning in the water, treading water, floating and making their way to the side.</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>No</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>No</p> | <p><i>Currently using external providers (swim coaches at leisure center) to teach swimming and water safety in PE, however, this is something to consider within other school lessons.</i></p> |

Signed off by:

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| Head Teacher: | <i>Lucy Davenport</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Joseph Smith – PE Lead</i> |
| Governor: | |
| Date: | 03/07/2024 |