



The Primary PE and sport premium

Planning, reporting and evaluating website tool

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Commissioned by



Department
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Created by





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 5 key indicators to work towards are:

1. The engagement of all pupils in regular physical activity
2. Raise the profile of PE, physical activity and school sport as a tool for whole school improvement
3. Increase the confidence, knowledge and skills of all staff teaching PE and sport
4. Offer a broader experience of a range of sports and activities for all pupils
5. Increase participation in competitive sport

Intent - Curriculum design, coverage and appropriateness

At St Ann's Primary we recognise the importance of an inspiring PE curriculum which promotes physical health and fitness, participation and a healthy lifestyle. The intent of our PE curriculum adheres to the aims of the National Curriculum ensuring that we provide opportunities for all our pupils to become physically confident and supporting them to succeed in developing their own health, fitness and well-being. Our PE curriculum encourages children to succeed in physical activities, cooperate and collaborate with others and embed fairness and respect as well as evaluate and improve their own personal performance.

What are your whole school drivers? How are they represented in your subject?

Every Child	<p>Representation – Every child can participate in PE. No individual need will be a barrier to every child participating.</p> <p>Equity – Every child's talent and abilities is nurtured for them to be the best they can be.</p> <p>Protection – Healthy eating and exercise</p>
Every Voice	<p>Communication – Every child can communicate their ideas in both individual and team sports.</p> <p>Teamwork – Children can take part in team sports in both lessons and competitions.</p>
Every Dream	<p>Success – Every child's talents and achievements are celebrated. Children who have a particular talent in a sport is encouraged to develop it further in the community e.g. local football clubs, judo</p> <p>Empowerment – Every child feels empowered to participate in any chosen sport with confidence</p>

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Lesson Design	Environment / Resources	Wider Entitlement
<p>Pupils at St Ann's Primary participate in weekly high quality PE and sporting activities, building upon their prior knowledge and skills. All our lessons allow the children to develop a range of abilities that will not only help them succeed in sport but in life too.</p> <p>Teachers have high expectations of pupils and offer appropriate levels of support and challenge to ensure that every pupil is able to succeed and that every pupil is stretched in each PE lesson. Each PE lesson follows this structure: Warm – up, stretch, learn skills apply</p> <p>Key Vocabulary is shared with children in context and if appropriate with a practical example. PEplanning.co.uk Head, Hands, Heart Live and Learn</p>	<p>High quality resources</p> <p>Y5 children trained to be playground leaders</p> <p>Y5 children to have roles to be PE helpers to keep equipment organised.</p>	<p>Equity – breakfast club, after school clubs, competition</p> <p>Intra and inter competitions</p>

Impact - Attainment and progress

Our curriculum aims to motivate children to participate in a variety of sporting activities through quality teaching that is engaging and fun. Pupils are taught to be physically successful and how to take responsibility for their own health, fitness and well-being. Our impact is to continue to provide children with the tools needed to succeed in physical activity in order to live happy and healthy lives.

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>Various physical activities to be used (Joe Wicks, Cosmic Yoga, Just Dance) in ALL year groups throughout the week. Provide examples of opportunities for staff to lead these for children</p>	<p>Teachers have noticed the difference in lessons e.g. attention span and readiness to learn.</p>	
<p>Phase leaders to organise a variety of after-school clubs to run half-termly. To be led by members of staff. These are to be timetabled around external organization of after-school clubs (JMAT and Live & Learn)</p>	<p>JMAT PE specialist ran a girl's football club as a result of this there have been more opportunity for them to play inter school fixtures. Live & Learn delivered a variety of sports after school clubs for all key stages.</p>	<p>Phase leaders to continue to organize. Pupil voice and school council.</p>
<p>Year 5/6 children to receive leadership training to become sports/playground leaders. Keep a register of children involved in;</p>	<p>Year 5/6 children received leadership training to be playground leaders by both JMAT PE specialists & Live and Learn. They led games on the playground at playtime and lunchtime.</p>	<p>To continue.</p>
<p>Breakfast club physical activities (average daily, so do a few drop ins of how many are in the brown hall or ask Kaniz) After school physical clubs Dinner time.</p>	<p>Opportunities provided for all pupils to attend breakfast club and participate in various physical activities. We have had an increase in children choosing to participate approx. 30 chn a day.</p>	<p>Breakfast club to continue.</p>
<p>Sport Coach to work with children at lunchtime on a rotational basis. Sports Leaders Y5 to help run and host events including lunch time clubs for younger pupils</p>	<p>Year 5/6 children received leadership training to be playground leaders by both JMAT PE specialists & Live and Learn. They led games on the playground at playtime and lunchtime. This has had an impact on engagement, behaviour, values e.g. teamwork and problem</p>	

<p>Provide opportunities for staff to access CPD opportunities through working with specialist coaches.</p>	<p>solving</p> <p>JMAT PE specialist supported ECTs in teaching all areas of the PE curriculum this has impacted on their confidence to teach all areas independently.</p> <p>Live & Learn have supported PE lessons across school this has improved staff confidence to teach PE independently.</p>	<p>Continue to provide CPD use staff audits.</p>
<p>School to employ Louise Wells, a specialist Dance teacher</p>	<p>Children through school were provided with the opportunity to learn and perform a variety of genres of dance and staff are provided with further CPD opportunities.</p>	<p>Dance teacher to continue next year with a focus other than Y6.</p>
<p>Children to attend the extra curricular clubs – review activities through pupil voice.</p>	<p>JMAT PE specialist carried out Pupil voice with target children. This showed which extra-curricular clubs the children would like to see on offer.</p>	<p>To continue.</p>
<p>Prepare children for competition emotionally and physically to ensure their enjoyment.</p>	<p>Competitions in each year group Mondays and Thursday – dates and numbers in each event.</p> <p>Intra competitions were used at the end of a unit of work to combine all the skills that they have been taught.</p> <p>Live & Learn have supported school to be involved in inter competitions.</p>	<p>To continue.</p>
<p>Engage more staff/parents and children to support attendance at events such as Sports Day. Live and Learn to support Sports Day.</p>	<p>Sports Days are a hugely popular school event where our children are provided with the opportunity to showcase their sporting abilities in a range of events in front of parents, staff</p>	<p>To continue.</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
<p>Develop active playgrounds provision by increasing the range physical activities during playtime and training all lunchtime staff on how to interact with children to take part in these activities through Live and Learn support.</p> <p>Revisit breakfast club physical activities – reevaluate which activities have been the most successful and which need developing further.</p> <p>Continue half termly after school clubs planned by phase leaders and delivered by members of staff, JMAT PE specialist and Live & Learn to give the opportunity to play different sports.</p>	<p>Children, lunchtime supervisors, teaching staff, SLT</p> <p>Children, breakfast club staff</p> <p>Children</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>More pupils meeting their daily physical activity goal as more pupils will be encouraged to take part in PE and Sport Activities during breakfast club, break times and after school clubs.</p> <p>Sustainability will be achieved through regular monitoring of the range and quality of sports activities on offer during these times with continuous support and development.</p>	<p>£2568</p> <p>£1104</p>
<p>Target the use of expert coaches- Live & Learn, JMAT PE specialist and a dance teacher, using a staff confidence questionnaire, to offer coaching and support to teachers to improve the teaching of PE and sport from EYFS to Y6.</p> <p>Invest in a structured scheme of work with clear adaptations for all children.</p>	<p>Teachers and children.</p>	<p>Key indicator 3 Increase the confidence, knowledge and skills of all staff teaching PE and sport</p>	<p>Continue a regular evaluation of staff skills and target CPD where it will make the most impact. Evaluate the impact of support.</p> <p>Implement new SoW</p>	<p>£5520</p> <p>£1500</p>

<p>Offer a dance club to children through school with the support of a specialist dance teacher.</p>	<p>Children, teaching staff,</p>	<p>Key indicator 4 - Offer a broader experience of a range of sports and activities for all pupils</p>	<p>Monitor children's engagement with PE across each phase and target children for after school clubs. Use pupil voice to assess the impact of these experiences and draw into school improvement.</p>	<p>£1,690</p>
<p>Ensure different children are targeted for intra and inter competitions. Follow Live & Learn calendar to plan the events that school will attend.</p>	<p>Children</p>		<p>Evaluate family's participation with sports day and seek views on improving PESSPA.</p>	<p>£5791.50</p>
<p>Live & Learn to support planning and delivering of after school clubs and Sports Day reflecting on what has worked well this year and what could be developed.</p>	<p>Children, families, teaching staff,</p>		<p>Continuous evaluation of the provision and the quality of adult- child interactions around physical development to make the most effective use of existing provision for all children.</p>	
<p>Maintain the existing provision for our youngest children to experience a range of physical and sports activities alongside training for staff to assess and plan for children's physical development.</p>	<p>Children, teaching staff</p>			

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 to further support sustained improvement
<p>Develop the provision, particularly staff skills and knowledge, for active playgrounds and breakfast clubs.</p> <p>Continue half termly after school clubs planned by phase leaders and delivered by members of staff, JMAT PE specialist and Live & Learn to give the opportunity to more children to play different sports.</p> <p>Target use of Live & Learn and JMAT PE specialist using staff confidence questionnaire to pick out teacher's areas to develop.</p> <p>Offer a dance club to children through school with the support of a specialist dance teacher.</p> <p>Live & Learn to support planning and delivering Sports Day and after school clubs, reflecting on what has worked well this year and what could be developed.</p>	<p>Key indicator 2: More pupils are meeting their daily physical activity goal because</p> <ul style="list-style-type: none"> - More pupils are being encouraged to take part in PE and Sport Activities throughout the school day, everyday. Staff CPD has increased breakfast club and lunch time supervisors skills at promoting active games. -More pupils are accessing after school clubs. Staff are working with expert coaches to build a better picture of which children are regularly attending clubs, what they enjoy and what the school needs to do next to engage more children. <p>Key indicator 3 Staff's skills and knowledge at teaching PE and sports continues to improve. This has been particularly noticeable for RQTs and with skills in gymnastics, rugby, basketball and early agility skills.</p> <p>Key indicator 4 – We have offered a broader experience of a range of sports and activities for all pupils-</p> <ul style="list-style-type: none"> -Children have had access to expertly run dance lessons across Reception, Y1, Y3 For the first time. They have engaged well and are eager to continue with more dance lessons. Clubs have included, cricket, basketball and rugby. 	<p>Continue to improve the provision for active playtimes by focusing support on expectations of staff to lead activities. Monitor organization of the shed resources.</p> <p>Trialing ideas for afternoon fit in 15 e.g. short activities from the new SoW.</p> <p>Plan a wider range of clubs to specifically engage children who need more support to maintain healthy lifestyles which tap into children's culture and interests. Target children for these clubs.</p> <p>Strengthen planning and assessment through implementing a SoW.</p> <p>Letters to be translated into Roma/Slovak/Czech.</p>

<p>Maintain the existing provision for our youngest children to experience a range of physical and sports activities alongside training for staff to assess and plan for children's physical development</p>	<p>Observations and outcomes show our youngest children are accessing a broad range of sports and activities to develop key skills such as teamwork, communication skills, gross and fine motor control, strength and agility.</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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	25%	Swimming at school is often the only swim opportunities most of our children get.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	11%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	28%	
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?	No	This is something the school is looking to peruse as a trial next year.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	<i>A. Villkhu- Deputy Headteacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>H. Edwardson- PE Leader</i>
Date:	<i>28/06/24</i>