



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
Competition attendance increased year on year	Children are now learning new skills using the curling equipment and is accessible for all	PE provision at Commonswood School has been seen as exemplary by Ofsted at their last visit.
Club attendance increase year on year	99% SEND attended a club outside curriculum time this year. Funding ensured that the most vulnerable had access to lunch clubs where they could not access after school.	Pupil voice of their enjoyment of PE is overwhelmingly positive. Pupils cite PE as one of their favourite lessons.
SEND out of school opportunities increased		
Increased confidence of teachers and TA's in teaching PE	128 children across KS2 were trained as sports leaders to further the activity of children in KS1	Pupils learn the importance of team work, resilience and good communication as well as healthy lifestyle choices during Physical Education lessons.
Curling offered as part of the curriculum		
Links to local sports providers	96% of all KS1 and KS2 children had access to extra circular clubs	Feedback from attended events is always positive with Commonswood pupils being recognized for their exemplary conduct and sportsmanship.
Increased range of sports offered to pupils within the curriculum and outside.	82% of SEND have attended competitive events outside of school. 45 events attended this year 75% of KS2 attended an event. Links with local golf course has meant that most	

	<p>children in year 4/5/6 have attended a golfing session with a trained golfer and used</p> <p>Athletics – KS2 girls went through to the county finals</p> <p>82% of SEND have attended competitive events outside of school.</p> <p>45 events attended this year</p> <p>75% of KS2 attended an event.</p> <p>Links with local golf course has meant that most children in year 4/5/6 have attended a golfing session with a trained golfer and used</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>Equipment to be replenished to meet the needs of PE lessons, school run clubs and break times • PE leaders during lunchtime to increase activity for all children.</p> <ul style="list-style-type: none"> • Daily mile focus for all year groups • Increased range of sports • Develop upper body strength 	<p>Equipment has been replenished due to wear and tear</p> <ul style="list-style-type: none"> • Identify and target those children and activity that includes pupil consultation • Class PE equipment obtained • Increased use of forest school area for outdoor physical learning • EYFS replenishment • Gymnasium climbing Ropes x 8 	<p>Key indicator 1: The engagement of all pupils in regular physical activity.</p>	<p>Every child will have access to at least 30 minutes of activity daily.</p> <p>Every child has equal opportunity to access all PE lessons through teaching and specific equipment.</p> <p>Outdoor learning as part of the curriculum in school for all year groups.</p> <p>Ropes – core and upper body strength for all year groups</p> <p>Path to Paris implemented to increase physical activity</p> <p>Club attendance data: 99% Year 1-6 SEND – 93% PPG – 98%</p>	<p>£3240 equipment £ 3000 – clubs</p> <p>Cost of SSCO partnership – see below</p>

<ul style="list-style-type: none"> • <u>Achievement of pupils</u> Assessment for learning is used by all staff in PE • There is a sound assessment process which staff are confident to use that accurately assesses pupil's progress • Progress in PE is monitored and provision is provided to raise standards where needed • Pupil's progress is fully reported to parents and careers. <p>The vast majority of pupils make good progress All children to have an understanding of physical literacy</p>	<ul style="list-style-type: none"> • Termly assessments to continue to be completed by PE coach and then analysed by subject leader and next steps identified. • Key priorities arising from assessments to be fed into action plan Increase the proportion of children working above • ARE Increase number of disadvantaged achieving ARE and above SSCO CPD to support the use of effective TA's during a PE lesson Whole school PE assembly Physical literacy – • all children can vocalise what this is, why it is important and PL vocabulary used in PE lessons 	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>School priorities link to boys achieving. Assessments mean more children are age related and above this year.</p> <p>Ongoing support and CPD from partnership to support new teachers and gaps in skills. Pupil voice has shown that PE lessons are enjoyed and progress in competitions have shown the impact of teachers skills in developing ability and meeting need in lessons.</p> <p>All children have a sound knowledge of physical literacy and its importance. Each lesson begins with a warm up using core skills.</p>	<p>Partnership cost - £7528</p>
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<ul style="list-style-type: none"> To upskill teaching staff through observation and team teaching opportunities to ensure lessons are active and TA's are used effectively To use the school's planning resource 'Get set 4 PE' in supporting the delivery of PE lessons and in training opportunities for staff <ul style="list-style-type: none"> Teachers to be supported by a Sports coach and SSCO To ensure teachers' skills are continuously developing. 	SSCO CPD – outstanding PE lessons and use of TA <ul style="list-style-type: none"> Dance specialist in CPD – Physical literacy 	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	All teachers are secure in their teaching of PE. Gaps have been addressed through PE coach support. Planning is progressive and planned to meet the needs of individual classes and groups. Fundamental skills are the foundation for teaching. TA's are becoming more confident in supporting PE pupils during PE and have a greater understanding of their role. Teachers are able to direct their TA's more confidently. As a result, age related and Greater depth have increased year on year.	
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<p>To increase competition amongst all children.</p> <p>To provide opportunities for all e.g. whole class activities, SEND.</p>	<ul style="list-style-type: none"> • SSCO calendar of events • Monitoring of pupils attendance throughout the year. • Monitoring of SEND children accessing events • Increased intra-competitions <p>To receive visitors from a variety of sports to inspire all children</p> <ul style="list-style-type: none"> • To provide a variety of clubs before, lunchtime and after school to broaden children’s experiences of a range of sports • To provide sporting clubs to satisfy pupils’ needs following class questionnaires / interviews • To enter festivals and competitions which involve sports not currently taught in their year groups e.g. archery • For classes / year groups to be invited to sporting events to engage all • To target reluctant participants / disadvantaged and SEND to a different range of sports through the TAP programme <p>Swimming top up</p> <ul style="list-style-type: none"> • PE Leaders to provide a range of activities during lunchtime for both KS1 and KS2 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>All year groups have had intra competitions throughout the year, with a total of 15 being offered within and outside curriculum time and across both KS1 and KS2.</p> <p>Sports week offered opportunities for competition to all year groups including Reception.</p> <p>Tottenham football club offering football sessions to all from Reception to Year 6.</p> <p>Events data – All pupils 70% of KS2 SEND – 79% PPG – 68%</p>	<p>Mini bus and insurance - £5000</p> <p>Transport £ 1514</p> <p>Supply cover for competitions only £1500</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
Club attendance access for all	99% from year 1-6 SEND – 93% PPG – 98%	Targeted lunch clubs to be run by school sports coach to increase engagement.
Increased number of Sports leaders to target the most inactive pupils.	52 children in KS2 have been involved in leading activities for younger children across the year. Most of these are the most inactive children in school.	Pupils will volunteer for sports leaders clubs next year rather than be chosen as we will offer targeted clubs for the least active.
Sporting events outside of school attendance:	All KS2 – 70% SEND – 79% PPG – 68%	Mini bus will offer more accessibility for events outside of school, especially for those where parent engagement is less.
Curriculum coverage and equal opportunity for all	Curriculum has been planned to meet all needs and purchasing equipment has meant that all learning needs are met, so all can achieve. Increase in GD pupils up 2% Increase in age related year on year of 3% due to More children with SEND at age related.	Continued focus on meeting the needs of SEND and least active. Focus for next year on girls engagement by investigating links to girls sports providers in the local community.

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?	94%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>94%</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>N/A</p>	<p>Pupils attend lessons at a local pool with qualified instructors.</p>

Signed off by:

Head Teacher:	<i>Mrs G Seymour</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs Y Scott (PE subject leader)</i>
Governor:	<i>Mrs J Noakes (Chair of Governors)</i>
Date:	16.7.24