



# 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
All young people have had the opportunity to engage in forest school activities and active sessions supporting soft skill development through a range of activities.	Hollistic and SEMH development through the explicit teaching and modelling of soft skills. As a direct result of this development, students reported an increased confidence in physical activity participation.	N/A
Top up swimming sessions in addition to the delivery of the National Curriculum to include the following: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations.	50% of students who engaged in the programme achieved the desired outcomes. 50% of the students did not achieve the desired outcomes due to attendance patterns and dysregulation, however confidence improved and progression from base line scores were shown.	

## 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>The introduction of structured lunch time clubs to support multiskills and SEMH development</p>	<p>External delivery support</p> <p>Staff members - co-delivery and support of sessions</p> <p>Pupils - engagement in session</p> <p>Staff will support the delivery of sessions delivered by a coach/facilitator to support their professional development whilst strengthening relationships through the enactment of trauma-informed principles.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school engagement</p>	<p>Students with SEND (all) will have the opportunity to access to a greater range of activities and sports through a rich and varied lunchtime club. This will look like increased physical activity participation for this cohort which in turn will support SEMH and motor competence development. We have identified students who currently do not regularly engage in Physical Education lessons and physical activity sessions as a target group for this lunchtime club.</p>	<p>£3050</p>

<p>CPD for support staff, behaviour / care team and staff involved with PE or physical activity delivery</p>	<p>CPD courses will be accessed by 20 staff to ensure they are equipped with the necessary knowledge and skills to deliver engaging and meaningful PE, physical activity and sport sessions.</p> <p>Pupils - engagement in session</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school engagement</p>	<p>Phoenix Park Academy Academy is located in an area with a high level of deprivation. All students attending the provision have additional SEND notably SEMHD. Students that access the provision have been permanently excluded or at risk of permanent exclusion and typically have experienced trauma and adverse childhood experiences. Through research conducted by the academy, most have a negative perception of physical activity and PE as a result of previous experiences within a mainstream school setting. Staff receive the necessary skills and knowledge to deliver engage sessions whilst developing the confidence to do so. These sessions include physical activity sessions at social times and interventions to support with emotional dysregulation.</p>	<p>£1950 - 3 x activator course</p> <p>Multiskills Activator Boxing Activator Football Activator</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
The introduction of structured lunch time clubs to support multiskills and SEMH development	Students engaged well during the sessions which resulted in 4 students who previously did not engage in any physical activity now meeting the recommended guidelines of 30 minutes (within school). An increase in confidence and enjoyment in PE was noted.	Students reported (in school council) an increased enjoyment in PE as a result of an increased opportunity to engage in physical activity.
CPD for support staff, behaviour / care team and staff involved with PE or physical activity delivery	Staff were equipped with the necessary skills and knowledge to deliver physical activity sessions to small groups of students with SEND, supporting regulation and SEMH development.	An increase in staff confidence was evident, including an increase in physical activity in classroom sessions such as regular active brain breaks.

## 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?	50%	Students have previously had poor experiences of PE within their previous setting (in mainstream education) and frequently have not had the opportunity to engage in PE or swimming sessions due to dysregulation or sustained periods of non-attendance.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%	Students have previously had poor experiences of PE within their previous setting (in mainstream education) and frequently have not had the opportunity to engage in PE or swimming sessions due to dysregulation or sustained periods of non-attendance.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</p>	<p>Students have previously had poor experiences of PE within their previous setting (in mainstream education) and frequently have not had the opportunity to engage in PE or swimming sessions due to dysregulation or sustained periods of non-attendance.</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>	

Signed off by:

Head Teacher:	Jo Indian
Subject Leader or the individual responsible for the Primary PE and sport premium:	John Mansfield - PE lead and Deputy Head of Centre
Governor:	Name and Role
Date:	