



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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The introduction of the daily mile for the whole school, alongside timetabled swimming sessions for more pupils in Key Stage 2, specialist sports interventions and specialist clubs and coaching ensures PESSPA at the very heart of the academic day.	Pupils have opportunities to acquire new skills and to experience new sports. Increased access to a wider variety of sports and movement programmes.	Children's development of a positive attitude towards sports and activities increased.
Increased access to a wider variety of sports and movement programmes	With the increased opportunities children have been identified by professionals as having skills in sports they would not usually access.	Due to their deafness, our pupils can struggle to have access to sports and extra-curricular opportunities compared to their hearing peers. By providing exposure but more importantly communication support gives our pupils more access.
Invest in new bikes for EYFS for daily use in the outside area.	Bikes have helped support the development as well as social skills of pupils in EYFS and their mainstream peers.	
SMSA/LSA to attend Active Playgrounds training to upskill and have improved confidence with playground games and activities.	Playtimes are more active for pupils. Staff feel more empowered to lead activities.	Pupils are more active at playtimes and are playing a range of games with their peers.
Additional achievements- Residential activity trips	Pupils have the opportunity to build upon their skills from Tolmers and experience new activities and opportunities at Pendarren with their mainstream peers.	Again, further vital experiences for our pupils that they would not be able to access due to the pressures families face with the current climate.
Introduced a trial this summer for children to borrow a school scooter or skateboard to increase their fitness levels at home. Linked to successful scooter and skateboard training.	When in school, regular exercise can be easily monitored and built upon. As most children are transported in they cannot be encouraged to walk to school. Concerns with exercise outside of school. Children uploaded photos and videos to school platform. Children praised for	The children loved the skateboard and scooter training. They would come into school and talk about going out on their scooters/ skateboards at the weekend and holidays. Parents were grateful for the resources that they would not be

To make improvements to the provision of activities available with funding of new sporting equipment.	regular activity outside of school. By replenishing and updating resources and equipment resulted in children being engaged and excited to take part.	able to afford or prioritise with current climate. Training was booked again for this year.
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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
To upskill staff and develop their confidence in teaching PE and sports activities. Sports specialist, therapists and teachers working collaboratively with wider staff to improve confidence. Buy into LA CPD Training programme. SMSA/LSA to attend Active Playgrounds training to upskill and have improved	All staff who are involved in PE sessions- Teachers, CSWs, LSAs. Also pupils are they take part in lessons. Lunchtime supervisors (SMSAs) and LSAs as they lead the activities. Also pupils as they will take part.	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Improved quality of PE and Sports provision. Playtimes to be more active for pupils. Staff feel more empowered to lead activities. Partnership Primary teachers more confident to deliver effective PE supporting	The amount of PE and sport premium available = £24,168 (£16,237 plus £7,931 carry forward from 22/23) £1,350

confidence with playground games and activities. Staff to attend OT training/sessions for ideas to target pupils who struggle with fine and gross motor skills. This includes replenishing playground markings to encourage games and activities at play and lunchtimes. Replenish and update resources and equipment. Swimming– To ensure pupils reach the NC expectation by the end of KS2		Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport. 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.	pupils to undertake extra activities inside and outside of school. , Resulted in children being engaged and excited to take part and use new resources. To provide additional swimming opportunities for those children not on track to meet the end of KS2 swimming expectations. To offer from Yr 4 due to the communication	£6,834 £ 982 £2,075
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			challenges and associated language delays our pupils face and lack of access to local provision.	
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For all pupils to engage in sporting/ competitive opportunities off site. School Games events to be entered involving as many children as possible - Children to have a sense of unity and community in competitive sporting events. To identify and organise opportunities for inter-school competitions with other Deaf peers in and around London. Provide children with increased experience of skill acquisition and competition for sport out in the community through	Enter all competitions offered through Panathlon and other Deaf schools/ organisations. E.g. swimming gala, bowling, Boccia, football tournament. Through the use of sporting kits provided for competitive sporting events. Purchase medals and rewards. Join the partnership mainstream sports day at Highgate Woods. Develop further competitive sporting activities with other deaf schools and mainstream partner school (sports days, tournaments etc.) Opportunity for all children to represent year groups/school in a wide variety of sports: Rebuild links to organised sporting events and sign up to Panathlon competitions. Plan provision for Yr 6 children to work alongside staff to coordinate Plan provision and involvement for each individual strategically to prioritise enjoyment. Invite	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Inclusive sporting activities with deaf schools and mainstream partnership school take place – further opportunities for competitive sport and mixing with peers. Children to experience levels of competitiveness and opportunities to perform in front of a crowd. All children to have gained real life experiences of competition out in the community of playing sport and competitions outside of their immediate school community. For children to talk positively about their involvement in at least one sporting event/competition off site. Evidence through website, noticeboard and	£ 760
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high quality PE lessons.	local community sports clubs with qualified and passionate coaches to provide inter-school competitions throughout the year.		school social media. Evidence through School Games organiser at involvement at each event. Examples of activities and events entered this year: Mainstream cricket tournament Deaf Sports day Sports day with mainstream partnership school Football tournament with other deaf schools/units Swimming gala	
Pupils have opportunities to acquire new skills and to experience new sports and additional achievements.	Explore diverse, exciting and fun sports for children to try, find out what they like and develop new skills. Children to take part in scooter and skateboard training. KS2 children to have the opportunity to experience a range of activities at Tolmers Residential. Year 6 pupils to have the opportunity to build upon their skills from Tolmers and	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Facing challenges away from school brings children together and knowledge and skills and apply their skills in chosen activities. Build upon previous skills. Work in resilience and independence as well as their interest in a range of sports.	£ 407 £ 960 £3,455

	experience new activities and opportunities at Pendarren with their mainstream peers.		Children thoroughly enjoyed the experiences. Parents realised their child's potential. More up take of events. Children's development of a positive attitude towards sports and activities increased.	
To loan children sporting kits bags to encourage activities at home during summer holidays.	Direct impact on pupils and their families to ensure current climate does not impact children's health and being active at home.	Key indicator 2: The engagement of all pupils in regular physical activity	Increased provision of sporting opportunities beyond the curriculum. When in school, regular exercise can be easily monitored and built upon. As most children are transported in they cannot be encouraged to walk to school. Concerns with exercise outside of school. Children uploaded photos and videos to school platform. Children praised for regular activity outside	£ 419

			of school.	Total spend: £17,242
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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
- Upskilling staff through courses and working alongside specialists - Develop and embed Fundamental skills and physical competency through a targeted intervention strategy	Pupils have opportunities to acquire new skills and to experience new sports through the upskilling of staff. Increased access to a wider variety of sports and movement programmes.	Children's development of a positive attitude towards sports and activities increased. Due to their deafness, our pupils can struggle to have access to sports and extra-curricular opportunities compared to their hearing peers. By providing exposure but more importantly communication support gives our pupils more access. With the increased opportunities children have been identified by professionals as having skills in sports they would not usually access.
Further developed playground activities and games to engage greater numbers of pupils in physical activity during break and lunchtimes. Replenish and update playground markings and resources.	Bikes have helped support the development as well as social skills of pupils in EYFS and their mainstream peers. Playtimes are more active for pupils. Staff feel more empowered to lead activities.	Pupils are more active at playtimes and are playing a range of games with their peers.

- Targeted swimming Top up programme - Increased provision of sporting opportunities beyond the curriculum	Less playtime incidents. By replenishing and updating resources and equipment resulted in children being engaged and excited to take part. Parents have feedback their gratitude of their children learning this important skill. Many parents have shared their lack of confidence around water but now their children are more confident and safer around water they have more positive experiences as a family. Pupils have the opportunity to build upon their skills from Tolmers and experience new activities and opportunities at Pendarren with their mainstream peers. The children loved the skateboard and scooter training. They would come into school and talk about going out on their scooters/ skateboards at the weekend and	Additional swimming opportunities for those children not on track to meet the end of KS2 swimming expectations will continue. It is a vital life skill and due to the communication challenges and associated language delays our pupils face and lack of access to local provision it is vital this is continues to be provided to all KS2 pupils. Skateboard/scooter training was booked again for this year. When in school, regular exercise can be easily monitored and built upon. As most children are transported in they cannot be encouraged to walk to school. Concerns with exercise outside of school. Children uploaded photos and videos to school platform. Children praised for regular activity
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	holidays. Parents were grateful for the resources that they would not be able to afford or prioritise with current climate.	outside of school. By providing sports bags for the summer holidays it is hoped children will continue to be active at home too.
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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?	80%	Due to the communication needs of our pupils, we have small cohorts of pupils. We currently have 5 pupils in Year 6. 1 pupil is still struggling with his swimming confidence despite having extended sessions since Year 4. Lessons were impacted due to Covid and pool closures due to a change in management.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	80%	As above

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	This was not covered by the swimming team.
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?	Yes	Yes. Due to the communication needs of our pupils and their additional vulnerability, we provide additional top-up swimming sessions in order to build up their confidence in the water.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Sessions are led by qualified swimming instructors. School staff provide communication support and encouragement alongside the instructors.

Signed off by:

Head Teacher:	<i>Helen Taylor</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kathryn McCarthy Head of School</i>
Governor:	<i>Ruth Griffiths, Chair of Governor</i>
Date:	30 th July 2024