



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.

To view our review of last year's (2023-2024) spend and key achievements (2023/2024), please see document: Review Evidencing the Impact of the Primary PE and School Sport Premium

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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| Continue to embed and implement new PE Assessment tool. | Subject lead to monitor and provide guidance where necessary to all staff – including support staff and new staff. | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | Class teachers, new staff members and support staff fully aware of how assess pupils correctly. Small steps of progression easier to identify. Increase in pupils' physical ability and ultimately engagement and progression. | £0 |
| CPD for lunchtime activity leaders arranged when necessary. | In-house training provided from PE lead and current sports leaders. Sports Leaders New Staff PE Lead | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | Confident adults delivering effective and engaging activities. Lunchtime activity leader leading fun and engaging physical activity session to children who most require it. Pupils, including least active, engaged in physical activity during breaks. Lunchtime supervisors equipped with more skills and confidence resulting in more successful lunchtime sporting activities. | £0 |
| Lesson Observations/team teach | PE coordinator to liaise with teaching staff- share good practice and observe lessons. | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | Increase provision of quality PE. Teachers receiving constructive feedback. Teachers continue to work with confidence and stay up-to-date with contemporary practice. | £0 |

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| | | | Consistent, high-quality lessons and assessments provided for our pupils. | |
| Planned Whole School PE days structured into each term. School House System used to group children and create intramural competition. | All staff. All pupils. | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | Staff working together, sharing good practice, developing their own knowledge and understanding. Pupils of mixed ages and abilities working collaboratively together. Support staff also involved – opportunities for them to observe best practice. Analyse and evaluate each session. Opportunities for pupils to be assessed. Inform future planning. | £0 |
| Review school PE policy Continue to research best practice, reflect and evaluate. Review school policy to ensure it reflects school's approach and incorporates new PEPlanning scheme as well as any national guidelines. | PE lead. HT, all staff. Governors. | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | PE in line with school ethos and core values. All staff confident and aware of ethos around PE SS and PA. | £0 |
| Employment of lunchtime activity leader | 3 x 5 x 1 hour/week. Contracts to continue through to 2024/25. Sports leaders, all pupils – particularly least active. | <i>KPI 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i> | Confident, trained adults leading physical, lunchtime activities. More children (least active) engaged with physical activities during break times. Children establishing more active habits and gaining more | £3,000 |

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| | | | confidence. | |
| Employment of lunchtime activity leader | 3 x 5 x 1 hour/week. Contracts to continue through to 2024/25. Sports leaders, all pupils – particularly least active. | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | More children (least active) engaged with physical activities during break times. Children establishing more active habits and gaining more confidence. | £3,000 |
| Purchase new equipment. Essentials (following audit) Equipment audit carried out September, Spring and Summer. | PE lead. Class teachers. HT. | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | Quality resources for high-quality PE lessons and after-school clubs. Pupils engaging regularly in a wide range of physical activity, using high quality and age/ability-appropriate equipment. Equipment and additional resources will be placed on the top of our agenda for this academic year, along with staff development to ensure that our vision for school PE is delivered to the highest level. A PE audit is completed each term to ensure lunch-time and after-school clubs as well as PE lessons are delivered at the highest standard. | £500 |
| CPD for any new lunchtime activity leaders arranged in-house. Plus PDF resources to help with delivery. Additional/ongoing in house training to continue. | PE lead. New staff. Activity leaders. | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | Confident adults delivering effective and engaging activities. Pupils, including least active, engaged in physical activity during breaks. | £0 |

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| Cycle/walk to School Days | PE lead and school staff to organise and deliver during the spring and summer term (2025). | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | Pupils have access to an increased number of sporting opportunities. Pupils developing good habits. Pupils encouraged to establish more active lifestyles. | £0 |
| Trained School Sport Organiser Crew (SSOC) and Change for Life pupils (C4L) to continue delivering PA sessions and educating peers on healthy lifestyles. | | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | School Sport Organising Crew busy at break times organising activities, aiming to get the least active pupils active. These pupils will continue in the role for the foreseeable future. They will be supported by PE lead in this role. If motivation dwindles throughout the year – PE lead to monitor closely and support in-house training of additional members. Motivated pupils. Trained individuals. Increased physical activity at break times. Increased awareness of healthy lifestyles throughout school. | £0 |
| C4L Hoodies Delivery of Change for Life lunchtime club. | Sport student ambassadors to wear hoodies when 'on duty' during breaks. Support and guidance given to the four C4L leaders | <i>KPI 2: Engagement of all pupils in regular physical activity</i> | SSOC and C4L pupils to wear hoodies. Increased participation in physical activity – particularly for less active pupils. Increased awareness of healthy lifestyles promoted throughout school. These pupils, supported by their class teacher, will support their peers in at | £0 |

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| | | | <p>lunchtimes – planning and preparing physical games and activities. Their aim will be to get the least active pupils engaged.</p> <p>These children will also be allocated time within the school timetable to produce information around healthy eating and lifestyles (supported by their class teacher).</p> | |
| <p>Sports board to raise awareness of sports and healthy lifestyles in school. E.g. participation in various competitions, advertising local clubs and providing pupils with the opportunity to share their experiences.</p> <p>Weekly Celebration Collective Worship used to highlight sporting achievements and milestones.</p> | <p>Children to create sports poster – to provide/share information about the clubs they attend/ their participation in physical activity outside of school.</p> <p>Time allocated during the school day for pupils to complete 'Information Posters'. This to be done a different points throughout the school year – autumn, spring and summer.</p> <p>Pupils encouraged to bring flyers from their clubs.</p> <p>Pupil PowerPoint presentations during Collective Worship to promote clubs.</p> | <p><i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p>Increased awareness of local clubs. Increased participation.</p> <p>Motivated pupils.</p> <p>Increased awareness of local clubs. Increased participation.</p> <p>Inform, update and engage parents, staff, pupils and local community in school sport.</p> <p>The school sports board is a fantastic way for the school community to celebrate sporting success. The board is an opportunity for pupils' sporting success to be shared within the school – with pupils, parents and staff. Pupils are also encouraged to bring certificates from home (that they have achieved whilst participating in external clubs). The focus is not only on success, for example: one of our school current trophies recognises 'honestly' during</p> | <p>£0</p> |

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| | | | competition. The board encourages children to get involved and be active. | |
| <p>Regular match reports included within school newsletter and uploaded onto school website – produced by staff and pupils.</p> <p>Videoed pupil reports also uploaded to the school sport website.</p> <p>Intramural and intermural match reports a regular item on the school newsletter.</p> | <p>Time allocated for this activity provided within school timetable.</p> <p>SSOC and C4L leaders to take responsibility along with PE lead.</p> | <i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i> | <p>Increased awareness of local clubs.</p> <p>Increased participation.</p> <p>Increased motivation.</p> <p>More emphasis on sporting benefits.</p> <p>Through sharing and communicating with others, pupils can encourage their peers to join out of school clubs in the community.</p> <p>Informing the wider community of our success is an important aspect of sport at Stanton. Whilst an integral part of our old website, this element is a working target on our new one</p> | £0 |
| <p>Sports Premium regular item on governor meeting agenda.</p> <p>Governor visits to observe good practice in PE</p> | <p>PE lead to produce regular updates.</p> <p>Opportunities throughout school year.</p> | <i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i> | <p>Inform, update and engage parents, staff, pupils and local community with school sport.</p> <p>Governors' opportunity to regularly scrutinise is an important aspect of our sports premium.</p> | £0 |

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| <p>Evaluation of impact of sports premium on pupils for parents and children.</p> | <p>PE lead to produce and distribute.</p> | <p><i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p>Will ensure pupils' health and wellbeing is a key focus point within the school throughout the year.</p> <p>Questionnaires are collected and data is analysed. Staff will also assess the impact on pupils throughout the school year.</p> <p>Parents and pupils engaging with physical activity – talking about it at home, celebrating success.</p> | <p>£0</p> |
| <p>End of year report presented to full governing body.</p> | <p>PE lead, as part of his governor duties, to report and update regularly.</p> <p>End of year review shared with governors prior to final meeting to allow opportunities to scrutinise.</p> | <p><i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p>Will ensure KPIs are a key focus.</p> <p>Governors to scrutinise impact of spending – offer suggestions.</p> <p>Governors' opportunity to regularly scrutinise is an important aspect of our sports premium.</p> | <p>£0</p> |
| <p>Employment of lunchtime activity leader</p> | <p>3 x 5 x 1 hour/week. Contracts to continue through to 2024/25.</p> <p>Sports leaders, all pupils – particularly least active.</p> | <p><i>KPI 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</i></p> | <p>More children (least active) engaged with physical activities during break times. Profile of physical education and activity raised – indoor and outdoor clubs. Leaders also used to promote healthy/active workshops.</p> <p>Children establishing more active habits and gaining more confidence.</p> | <p>£3000</p> |

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| Trained School Sport Crew | Pupils (trained in 2023/24) to deliver new and exciting games and activities to their peers during lunch breaks. | KPI 4: Broader experience of a range of sports and activities offered to all pupils | SSC leaders to post regular updates on school website. Pupils have the skills to write high quality reports. Wider range of sporting activities participated in by all, A sustainable impact lead by the pupils – providing ownership | £0 |
| Infant trip to Lea Green | Infant teacher to organise itinerary and book – book Autumn term. | KPI 4: Broader experience of a range of sports and activities offered to all pupils | Children working collaboratively. Engaging in a wide range of activities, different to those within our curriculum. Pupils gain experience in a wider range of activities. Providing infant pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with a deeper insight to the opportunities available to them. Igniting interest and providing opportunity. | £500 |
| Edale KS2 2 night Residential: providing the opportunity to develop class cohesion, self-esteem and confidence. Pupils experiencing a wide range of activities not possible throughout the normal school week, for example: rock climbing, abseiling, orienteering and gill scrambling. | HT and DHT to organize itinerary and book – Autumn 2024. | KPI 4: Broader experience of a range of sports and activities offered to all pupils | Increased class cohesion – sense of unity within class. Increased self-confidence whilst engaging with a range of outdoor activities different to those within the curriculum. Providing junior pupils with the opportunity to engage with a wider range of physical activities will enhance their interests and provide them with | £1000 |

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| | | | a deeper insight to the opportunities available to them. Igniting interest and providing opportunity. | |
| 2 ½ hrs per/week throughout academic year for Forest Schools TA | Employment of additional teaching assistant to ensure all pupils are safe and sessions are high quality. | <i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i> | Working in small groups will help to ensure all pupils are getting the most out of their sessions. It will also enable orienteering to be delivered throughout the afternoon. | £1500 |
| UKS2 Summer Residential | HT and SBO to book accommodation and transport DHT - activities and itinerary to be sorted. | <i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i> | Pupils to engage in activities that they do not usually have the opportunity to. | £500 |
| Bikeability and Balance Ability | SBO to book instructors to deliver the sessions to all pupils | <i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i> | Increased confidence on bicycles. Increase road safety. Increase participation in physical exercise. Providing the pupils with the opportunity to increase their cycling proficiency will equip pupils with essential skills to help establish regular exercise habits and routines. | £1000 |
| External coaching sessions in school. | Sustain links with local sports clubs. Contact local clubs. | <i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i> | Children being taught by a range of qualified adults with different skills. Access to a wider range of physical activities. Continue to maintain links with local clubs. | £0 |
| Increased opportunities for after-school sports clubs. | SBO, HT to organise. | <i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i> | Children being taught by a range of qualified adults with different skills. Access to a wider range of physical activities. | <i>£a small fee paid by parents wishing their children to attend.</i> |

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| <p>Delivery of forest schools to the Infants and Juniors.</p> | <p>All staff. Ongoing throughout academic year. Weekly sessions – Friday afternoons (whole school).</p> | <p><i>KPI 4: Broader experience of a range of sports and activities offered to all pupils</i></p> | <p>All children participating in weekly forest school sessions.</p> <p>Wellbeing questionnaires autumn, spring and summer.</p> <p>Orienteering sessions also delivered to small groups throughout the afternoon.</p> <p>Forest school's lies deep within our school ethos, providing all pupils with the opportunity to engage with the outdoors – developing their self- esteem, confidence and physical literacy. During each weekly session, which regularly begins with a walk up to the woods or moor, pupils are active for the entire afternoon, learning about their local environment and using their fine and gross motor skills to build, make and engage with various projects.</p> <p>Orienteering is also incorporated into these sessions.</p> | <p><i>£400 renewal of Forest Schools First Aid course for two lead practitioners.</i></p> |
| <p>EXTRA TIME: school participating in competitive sport with local cluster schools. 16 events</p> | <p>Class teachers - PE lessons used to prepare children for events when necessary.</p> | <p><i>KPI 5: Increased participation in competitive sport</i></p> | <p>Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience.</p> <p>Participating in competitive sport is considered a vital role in children's development at Stanton.</p> <p>Opportunities for pupils of all abilities will continue to be</p> | <p><i>£1400</i></p> |

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| | | | provided regularly throughout the academic year. | |
| Hiring of coaches to transport children to cluster events. | SBO to book coaches. | KPI 5: Increased participation in competitive sport | Pupils able to compete in local tournaments. Stanton to host competitions on school MUGA. Stanton cricket pitch also to be used. | £600 |
| Additional competitive games arranged between local schools in summer term. | PE lead to contact schools | KPI 5: Increased participation in competitive sport | Pupils experiencing the competitive nature of sport. Increased levels of teamwork and resilience. Increased engagement and motivation. Improved physical literacy. | £50 – trophies and medals. |
| Intramural sports tournaments and competitions arranged using the school house system. | School staff to organise at least 1 house event each half-term. | KPI 5: Increased participation in competitive sport | Pupils should attend intermural competitions with increased levels of confidence and self-belief. A wide range of sporting events planned and delivered – focusing on developing positive attitudes to sport. | £10 – House trophy to be engraved at the end of each academic year. |
| Sports Day lines/lanes to be marked on cricket pitch. 1 st , 2 nd , 3 rd Stickers for sports day | SBO to contact local business | KPI 5: Increased participation in competitive sport | Sports Day is an important way of showcasing sport at Stanton. Children compete in a range of different events. Parents attend. | £60 |

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| | | | <i>Total:</i> | <i>£16,520</i> |
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Key achievements 2024-2025

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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Swimming Data – to be completed July 2025

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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| <p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p> | | <p><i>Use this text box to give further context behind the percentage.</i> <i>e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p> |
| <p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p> | | <p><i>Use this text box to give further context behind the percentage.</i> <i>e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</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><i>Use this text box to give further context behind the percentage.</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>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>Yes/No</p> | <p>We intend on changing school timetable for 24-25 to enable PE lead to attend swimming lessons.</p> |

Signed off by:

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| Head Teacher: | <i>Alexia Wyer</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Johnathon Figg</i> |
| Governor: | <i>Adrian Thornhill</i> |
| Date: | 26.6.24 |