



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
<ol style="list-style-type: none"> Developing pupil voice. We created a sporting council to enable children to voice their opinions on how we could improve play and sports provision at school. Raise the profile of PE. Ensure that children are appropriately dressed so they can fully participate in PE lessons through a clear communication with parents. Ensure resources are maintained for lessons and play time. Include fitness/ resilience activities to improve children's overall health. All staff, especially teachers in the early years of their career, will continue to feel confident in the delivery of PE sessions. Support from specialist PE coach and INSET regarding invasion games for all staff. To continue to work with SGOs (Gemma and Ben), specialised PE coach (Josh Hill) and other providers (Hampshire Games, Portsmouth GuildHall, Brune Park School) to continue to develop our offer of sporting activities. Pupils continue to have the opportunity to play inter and intra school events. 	<ol style="list-style-type: none"> More structured play opportunities at break and lunchtimes has led to: <ol style="list-style-type: none"> A decrease in incidents during unstructured times Increased engagement in sports Support staff/ teachers being able to lead clubs with resources purchased due to pupil voice- EG basketball bibs, hoops, balls. More children in kit and ready to learn during PE lessons has led to increased engagement. More resources has enabled children to be inspired by a wider variety of sports. Weekly 'Rowner Mile' sessions have increased children's active time participation each week. Staff deliver weekly PE sessions following planning and support from our specialist sports coach Teaching associate. Children are actively participating in PE lessons and leading their own games at break and lunch applying skills taught. 	<ol style="list-style-type: none"> Pupil voice meetings were used to allow children to choose equipment they would like to see at breaks and lunches. This was then bought for the school and pupils have been chosen as monitors to look after the equipment, tidy up after breaks and lunches and support with taking it out everyday. This has given pupils autonomy over the equipment and it has been a positive addition to the year. The golden/ Rowner mile has been mostly successful across the school in developing fitness. Lesson observations completed to create action plans for PE provision and teaching development. Continue to observe the teaching of PE to support skills progressions and subject knowledge. SGO review meeting has provided useful feedback on the year and what could be done better in the next academic year to

	<p>4. The school has engaged in at least one SGO event a term. Children asked to attend are usually those who do not take part in sports outside of school and have subsequently improved their engagement/ interest in sporting events.</p> <p>5. Our football teams have competed in inter and intra school success. Children took part- and really enjoyed- the Hampshire games.</p>	<p>support the attendance of events. New sports have been included in the following year as well as a greater engagement with clubs in the local area to get younger pupils more engaged with a wider range of sports. Next steps would be to have dates added to the calendar and cover organised sooner in the term to allow for a greater participation in the events.</p> <p>5. This was very successful in engaging pupils in sports who often don't compete or participate in after school clubs. Participating in this in the following year will develop relationships with other schools and clubs in the local area.</p>
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Key Indicators

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

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>Action 1 To further increase children’s opportunities to engage in a wide variety of sporting activities through the taught curriculum.</p> <p>Offer structured and facilitated sports at lunch and break. These sports will include but not limited to football, ball games, frisbee, basketball, gym equipment, table tennis and badminton.</p> <p>Commando Joe curriculum continued for all children to increase well-being / mental health and develop active enjoyment.</p> <p>Travel Tracker to record daily active travel with</p>	<p>Pupils and staff can see and be exposed to the sports and access when on lunch or break duty.</p> <p>Pupils will be exposed to a greater number of sporting opportunities.</p> <p>Pupils will engage in weekly lessons which build resilience, teamwork and leadership skills.</p> <p>Pupils and teachers have access to additional structured activities in the week.</p> <p>SEMH pupils to have experiences forming relationships with their classmates and engage in sports within a structured adult led environment.</p> <p>Pupils, especially those who require motivation to be active, experience exercise in a fun and engaging low-threat environment. Also, pupils who often don’t engage in sports are encouraged</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity - Pupils have access to an additional 30 minutes per day structured activity.</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement - The sports are enjoyable and exciting with low threat children of all ages and demographics can join in.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils during lunchtimes for children to engage in</p> <p>Key indicator 5- increased participation in competitive sports- adult led sessions developing the skills set of children with SEMH needs in a supervised capacity.</p>	<p>The children that want to engage will gain additional sports provision.</p> <p>Pupils who are targeted or may require motivation to join in can be included in a rota to have exposure to the sports offered.</p> <p>All pupils are engaged in weekly PDL/well-being and Commando Joe curriculum lessons.</p> <p>Monthly assemblies which commend pupils on being active.</p> <p>This is a continued provision that offers ALL pupils the opportunity to experience outdoor and adventurous activities. This especially supports those who wouldn’t have access outside of the</p>	<p>Staffing costs £2,568 (lunchtime play leader)</p> <p>£680 Additional Equipment to support the enhanced sports offer for afterschool clubs and during lessons.</p> <p>Travel tracker £750</p> <p>Minibus travel to events £20.00 for fuel and upkeep.</p> <p>Indian dance teacher £250</p>

<p>badges and recognition in celebration assembly.</p> <p>Events across the year e.g. Indian dancing to support/enrich curriculum and PE dance component.</p>	<p>and chosen to participate in SGO events. These allow young people to be exposed to new sports, raising the profile of sports as well as creating excitement. Removing the competitiveness from these activities helped pupils feel more confident in participating in sports.</p>		<p>school PE curriculum.</p>	
<p>Action 2 To ensure a wide range of active after school clubs.</p> <p>Offer a wide range of sports and activities 4 days a week to an expanded number of pupils compared to previous years.</p> <p>Sports and activities provided through teaching staff, TAs and specialised PE coach teaching associate (Josh Hill).</p> <p>Clubs on offer over the course of the academic year:</p> <ul style="list-style-type: none"> Football (lower school) 	<p>More pupils that take part in the sports clubs than in previous years- aim for 45% of the school.</p> <p>Those pupils who participate in additional sports clubs to prepare for the competitive school games.</p> <p>Staff build relationships with children across the school.</p> <p>Children have more experience of fun and competitive sports.</p> <p>Children participate in more active time each week.</p>	<p>Key indicator 2 - Children can gain access to at least 1 extra hour per week of sport through the after school clubs.</p> <p>Key indicator 3 - The high quality clubs and enjoyment of sports clubs after school will raise the profile of physical education and sports across the school.</p> <p>Key indicator 4 - The clubs have a wide range of different sports e.g. football, ball games, rounders and a club to prepare and give additional support to those attending the Gosport School games events.</p> <p>Key indicator 5 - Due to the high numbers of pupils attending clubs, we have children from all demographic groups including pupil premium.</p>	<p>Staff are encouraged to facilitate a sport/activity which they enjoy to create positivity and passion. This allows for the clubs to be high quality and specific to non- competitive or competitive games.</p>	<p>Staffing costs £2,800 for a sports specialist teacher.</p> <p>Equipment costs £500</p>

<ul style="list-style-type: none"> ● Football (upper school) ● Dance Live ● Field Gun ● Ball Games ● Fun Fitness ● Forest School ● Rounders ● Multiskills ● Dance/Drama 				
<p>Action 3 To raise attainment in primary school swimming</p> <p>Provide a 6 week block to all year 4, 5 & 6 pupils.</p> <p>Additional swimming sessions provided to year 5 and 6 pupils to ensure that they have met the 25m criteria and then can develop water safety and life saving skills.</p>	<p>Pupils will build confidence in the water from a young age and this will allow for a continued feeling of security as they move up through the school.</p> <p>More pupils will meet the swimming requirement of 25m by the end of year 6.</p>	<p>Key indicator 2 - As part of their current Physical Education lessons Year 4, 5 and 6 pupils</p> <p>Key indicator 4 - swimming as part of the curriculum adds to the breadth of the sporting offer</p>	<p>Through the use of the swimming pool within the King's Group Trust we are able to offer swimming lessons to Year 4, 5 and 6 so that more pupils can meet the 25m requirement when they leave school.</p>	<p>£3,060</p> <p><i>Which includes:</i> <i>18 weeks pool hire £122 per week</i></p> <p><i>Swimming teacher/ pool guard £24 per hour</i></p>

<p>Action 4 To engage in competitive sports and competitions</p> <p>Pupils continue to have the opportunity to play inter and intra school events</p> <p>Work alongside the SGO (Gemma and Ben) in accessing competitive opportunities across Gosport and Hampshire and achieve the Silver school games award through participation in a variety of school games.</p> <p>A football league to be set up alongside schools in Gosport so pupils can access competitive opportunities across Gosport.</p> <p>Coaches and secondary colleagues continued to be used in order to support pupils in preparing for competitions.</p>	<p>Pupils who are motivated by competitive sports and inter-school competitions.</p> <p>Pupils involved will be raising the excitement and motivation of other pupils in the school to ensure the continuation of these events.</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity - Pupils have access to an additional 30 minutes per day structured activity.</p> <p>Key indicator 3 - The profile of PE and sport is raised across the school as a tool for whole school improvement - The sports are enjoyable and exciting with low threat children of all ages and demographics can join in.</p> <p>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils during lunchtimes for children to engage in</p> <p>Key indicator 5 - increased participation in competitive sport.</p>	<p>Pupils involved will be raising the excitement and motivation of other pupils in the school to ensure the continuation of these events.</p>	<p>Minibus travel costs £4.00</p> <p>Staff cover to attend events £690</p> <p>Football team kit and goals- donated.</p>
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<p>Work alongside other outside agencies e.g. Future Fitness (Field Gun, Crofton Anne Dale - Field Fun) to access other competitive opportunities.</p>				
<p>Action 5 To upskill staff at all levels by providing specialist coaching and CPD sessions</p> <p>Offer specialist support during PE lessons for specific sports and targeted to support specific colleagues.</p> <p>Secondary colleagues to provide high quality subject specialist coaching with an aim to train/coach/upskill primary class teachers.</p> <p>CPD and training workshops for all teachers surrounding how best to support planning and facilitating PE lessons- invasion games focus.</p>	<p>Pupils attending the sessions.</p> <p>Teachers' subject knowledge will improve, which will improve the quality of education within PE.</p> <p>Early Career Teachers who may have had limited training in the teaching of PE.</p> <p>Support staff who often work with pupils with SEMH during lessons.</p> <p>SEMH children will have inclusive PE lessons.</p>	<p>Key indicator 1 - teachers are working alongside the coaches and are gaining experience and knowledge thus confidence over time.</p> <p>Key indicator 4 - Specialist coaches will result in higher quality and a much broader experience than teachers can offer at the moment.</p> <p>Key indicator 5 - Lessons become more enjoyable and varied and pupils are more likely to participate in lessons.</p> <p>Key indicator 1 - The regular training will build a bank of resources and knowledge and the confidence of teachers.</p> <p>Key indicator 5 - Gymnastics is a competitive sport. If children have a positive experience they may want to continue the competitive sport outside of school.</p>	<p>Teachers have low confidence and low levels of knowledge. Staff and support staff are working alongside the coach gaining knowledge to, in time take more ownership and start planning and teaching lessons independently.</p> <p>Regular training and support in an area will slowly build up skills, knowledge, experience and confidence.</p> <p>This will prepare them to teach gymnastics independently.</p>	<p>Staffing costs £6950</p>

<p>Continued CPD surrounding supporting pupils with SEMH to ensure adults have sufficient training on how to adapt lessons to meet the needs of all pupils.</p> <p>Audit of staff on their individualised and collective needs in Autumn term 1.</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
Action 1 To further increase children's opportunities to engage in a wide variety of sporting activities through the taught curriculum.	<p>The School Games Award has been submitted and we achieved 'Silver'</p> <p>Year 3 and 4 were taught Indian dance through their RE lessons which focused on Hinduism.</p> <p>At least 2 hours of PE is delivered to each child per week.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - To aim to achieve Gold in next year's School Games Award - look into how we can participate in more inter school competitions.
Action 2 To ensure a wide range of active after school and lunch clubs.	<p>Staff members offer after school sporting clubs to improve physical and mental health and well-being.</p> <p>More pupils engaging with competitive games / taking part in more physical activities during their break and lunchtimes.</p> <p>Because after school clubs are free it enables more pupils to access these:</p> <p>Y3: 46% of the cohort attended with 36% of those being PP pupils.</p> <p>Y4: 56% of the cohort attended with 25% of those being PP pupils.</p> <p>Y5: 47% of the cohort attended with 28% of those being PP pupils.</p> <p>Y6: 72% of the cohort attended with 24% of those being PP pupils.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - To engage more pupils eligible for PP to the after school offer. - To offer a wider range of clubs to the children that involve physical activity e.g. running club.
Action 3 To raise attainment in primary school swimming	<p>End of Key Stage 2 Swimming (see swimming data below)</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - To continue to offer swimming to Y4 and 5. - To look at completing year 6 swimming in the autumn term to increase their swimming sessions (this year they interfered with transition which reduced the number of sessions the children were able to undertake)

<p>Action 4 To engage in competitive sports and competitions</p>	<p>SGO review meeting has provided useful feedback on the year and what could be done better in the next academic year to support the attendance of events. New sports have been included in the following year as well as a greater engagement with clubs in the local area to get younger pupils more engaged with a wider range of sports.</p> <p>Pupils engaged in many opportunities including, Hampshire School Games sport events, Winchester Festival and Water sports. This was very successful in engaging pupils in sports who often don't compete or participate in after school clubs.</p> <p>Opportunities to participate in inter school competition have been increased both within PE lessons and within extracurricular activities (Dance Live Finalists 2024).</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - To aim to achieve Gold in next year's School Games Award - For subject lead and SLT to look at the competition calendar and look to see where we can participate in more inter school competitions.
<p>Action 5 To upskill staff at all levels by providing specialist coaching and CPD sessions</p>	<p>PE PDM sessions in both invasion games and gymnastics provided teachers with opportunities to be upskilled in areas identified by staff.</p> <p>Learning walks indicated that staff were</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - To complete a staff audit to establish training opportunities for the next academic year - To support ECT's in their delivery of PE

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?	62%	<i>As we take Years 4, 5 and 6 swimming each year, our percentages are increasing year on year for this. We are aiming to continue this for Year 4 and 5 in the next academic years to ensure we are continually building on the swimming skills the children have developed each year.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	55%	<i>The percentage shows those children that have demonstrated that they are able to use a range of strokes effectively. There are a further 40% of children that have demonstrated that they are able to use some of the strokes effectively, but not all.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	52%	<i>The percentage shows those children that have demonstrated that they are able to perform self-rescue effectively. The remaining children have demonstrated that they are able to apply some of the self-rescue techniques.</i>

<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</p>	<p>We have staff who are keen to become qualified swimming teachers to support the expert swim teachers we employ through the pool. Next year's sports premium</p>

Signed off by:

Head Teacher:	<i>Georgina Mulhall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Rebecca Pollitt and Josh Hill</i>
Governor:	
Date:	