



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
<p>All pupils have had access to at least 30 minutes of outdoor learning time and indoor PE sessions per day either through child-led or staff-led activities.</p> <p>Sports equipment has been purchased based on the needs and wants of pupils through pupil voice.</p>	<p>More pupils have been able to participate in child led and adult led activities during outdoor learning and indoor PE sessions. This has been supported by the new sports equipment that has been purchased and is available to use by all pupils.</p>	<p>This will need to continue as best practice across the school with a focus on PE and Sporting activities for our informal cohort.</p>
<p>All pupils participate in Dance led by an external dance teacher funded by the Sports Premium.</p>	<p>Most pupils engage well in dance sessions run by an external dance teacher. Through pupil voice, evidence shows that this is an enjoyed activity by pupils and has support social skills, communication, personal development and SMSC values through performances throughout the year.</p>	<p>This will continue due to the success with all pupils. The dance teacher will be paid for out of Sports Premium funding.</p>
<p>Some pupils have had access to sensory swimming once a week.</p>	<p>Pupils that aren't able to access the public swimming pool have been able to access sensory swimming sessions on a Tuesday afternoon. Pupils who have attended have made huge progress with water confidence and regulation activities.</p>	<p>This will continue for our informal pupils who cannot access the public swimming pool and for those who find transitioning between activities difficult.</p>

<p>Some pupils have had access to consistent sensory input (sensory circuits and OT therapies).</p> <p>Some staff have received training in Sport and PE delivery.</p> <p>Whole school Sports Day with parental involvement took place.</p>	<p>Behaviour incidents (where pupils are dysregulated) have been minimal during these times.</p> <p>Pupils who have access to sensory circuits and OT therapies have shown decreased behaviours. 2 sunken trampolines have been installed for pupil use and have been a huge success.</p> <p>Through staff voice and an audit of skills completed by the PE lead it has been evident that confidence has improved and a wider range of adult-led sports and PE activities have been led. Most classes now deliver yoga to their pupils as a daily activity.</p> <p>All pupils took part in some aspects of the sports day and the introduction of Kin Ball was a huge success.</p>	<p>The training focus for this year will be around informal PE sessions and Sporting activities.</p> <p>Sports day will be an annual event with no additional funding required from the Sports Premium budget.</p>
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Key priorities and Planning

This planning template will allow schools to accurately plan their spending. (£16,890)

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
Dance teacher to work alongside class teams to deliver dance activities to support all areas of the curriculum and enrichment.	All pupils will participate in some dance activities throughout the year. All class teams to gain confidence in delivery for the slots where the dance teacher is not available.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 2 -The engagement of all pupils in regular physical activity or sport to support 30 minutes of recommended PE a day Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Continued staff development and training to give the confidence to deliver dance session when the dance teacher is not available in school.	£350
Support informal pupils to access sensory swimming at least once per week	Informal pupils who find transitions difficult and who are not cognitively able enough to access national curriculum swimming lessons and water safety.	Key indicator 2 -The engagement of all pupils in regular physical activity or sport to support 30 minutes of recommended PE a day	Pupils who cannot access the requirements of National Curriculum swimming lessons will be able to increase water confidence and gain support with sensory input required.	£3920 - Spondon (Aquathelte)

<p>Staff training to support the knowledge, development and delivery of PE and Sporting Activities for pupils who follow an informal curriculum (to include non-verbal and pre-verbal pupils)</p>	<p>All informal pupils to have the opportunity to be able to engage with more structured outdoor learning activities and indoor PE (including sensory circuits)</p> <p>All class teams to gain confidence in delivery for the slots where the dance teacher is not available.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity or sport to support 30 minutes of recommended PE a day</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Continued staff development and training to give the confidence to deliver informal PE sessions to pupils who find structured activities difficult.</p>	<p>£300</p>
<p>Employ a health care assistant (part-time) to deliver the physio programmes to support pupils who have limited mobility and therefore cannot access the required amount of PE per week.</p>	<p>All pupils who have limited mobility to support with regular, appropriate physical activity.</p> <p>Current healthcare team who will have capacity back to support with the extensive health care needs in school.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity or sport to support 30 minutes of recommended PE a day</p>	<p>Pupils who have limited mobility will be able to participate in regular, appropriate PE sessions that will be delivered through personalised physio programmes.</p>	<p>£12,320</p>

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
Dance teacher to work alongside class teams to deliver dance activities to support all areas of the curriculum and enrichment.	Where appropriate, pupils access at least 30 minutes of dance per week with a qualified dance teacher.	The majority of our semi-formal pupils access the dance sessions with Alice (dance teacher). These dance sessions have not only promoted good health as a fitness activity but have provided pupils with a high quality enrichment that means pupils have been supported to socialise with other pupils, some being unfamiliar. Pupils have gained confidence with their peers and have been able to learn simple dance routines to support muscle memory and resilience.
Support informal pupils to access sensory swimming at least once per week.	Informal pupils who cannot access the main swimming bath have taken part in weekly sensory swimming lessons to gain confidence in water and support transitions to unfamiliar places.	Some pupils have made outstanding progress in sensory swimming including pupils who would not access water at all now enter the pool for at least 30 minutes.
Staff training to support the knowledge, development and delivery of PE and Sporting Activities for pupils who follow an informal curriculum (to include non-verbal and pre-verbal pupils).	Staff have had kin ball training and have taken part in staff kin ball matches. Kin ball is now an active part of the informal (and semi-formal) PE curriculum inside the classroom and as part of outside learning, including sports day.	
Employ a health care assistant (part-time) to deliver the physio programmes to support pupils who have limited mobility and therefore cannot access the required amount of PE per week.	Brackenfield now has a full time Physio assistant who works alongside the OT to support with mobility of pupils.	

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?	0%	<p>At Brackenfield we have a year 6 cohort of 17 pupils. 2 of these pupils have a visual impairment 5 of these pupils are informal pupils who access sensory swimming.</p> <p>All of pupils are working below age related expectations and although they can access swimming, they cannot confidently swim to meet the year 6 requirements. Additional swimming sessions would have not had an impact as the children are cognitively and developmentally too far behind age related.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	As above

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>35%</p>	<p>For our school's students, the challenge of self-rescue in swimming pools include and also extends beyond physical limitations and may also involve considerations of their cognitive abilities. Some students with special needs may face difficulties in comprehending safety instructions, understanding spatial awareness, or processing information quickly. These cognitive factors impact their ability to grasp and execute self-rescue techniques effectively.</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>See above – using the funding to support with additional sessions for pupils who did not meet national curriculum requirements would not have the desired impact as the children are cognitively and developmentally too far behind age related.</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>	<p>We use DCC professional instructors to deliver the sessions.</p>

Signed off by:

Head Teacher:	<i>Mrs T Turner</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr D Conlon – Pathway Lead</i>
Governor:	
Date:	