



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 Primary PE and sport premium.

Key Priorities and Planning

This planning template will allow schools to accurately plan their spending.

<u>Action - what are you planning to do</u>	<u>Who does this action impact?</u>	<u>Key indicator to meet</u>	<u>Impacts and how sustainability will be achieved?</u>	<u>Cost linked to the action</u>
<p>Ensure that all pupils consistently receive appropriately challenging opportunities across all aspects of the Physical Development curriculum. To achieve this, I will implement comprehensive staff training and continuous professional development (CPD).</p> <p>Additionally, I will develop detailed long-term and medium-term plans for PE topics to maintain a structured and effective approach to physical education.</p>	<p>Subject Leaders</p> <p>Leader of Learning</p> <p>Assessment Lead</p> <p>Teachers</p> <p>Support Staff</p> <p>WBA Coaches</p> <p>All Pupils</p>	<p><u>Key Indicator 1</u></p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 2</u></p> <p>Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 4</u></p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact</u></p> <p>This action will impact pupils by ensuring they receive challenging opportunities across all aspects of the Physical Development curriculum. With comprehensive professional development, pupils will benefit from high-quality, engaging physical education. Implementing detailed long-term and medium-term PE plans will provide a structured learning experience, continually challenging and supporting their physical growth. This approach enhances immediate learning and promotes long-term health, fitness, and overall well-being, fostering essential skills for a healthy lifestyle.</p> <p><u>Sustainability</u></p> <p>This is sustainable through continuous observation including learning walks and data assessments. Regular assessments of pupils' progress will refine the Physical Development curriculum, keeping it challenging and effective. Detailed plans provide a consistent framework adaptable to evolving needs. This ensures ongoing improvement and sustained benefits for pupils' health, fitness, and overall well-being.</p>	<p><u>WBA Foundation</u></p> <p>£8,000</p> <p><u>Malthouse Rock Climbing</u></p> <p>£1000</p> <p><u>Dance</u></p> <p>£2000</p> <p><u>Training/Cover</u></p> <p>£2000</p>

<p><u>Resources</u></p> <p>Incorporating communication aids into physical development. This involves creating Aided Language Display (ALD) templates specifically designed for both onsite and offsite activities. This approach ensures that communication support is consistently available across various environments, enhancing interaction and participation in all settings effectively.</p>	<p>Subject Leader</p> <p>Leader of Learning</p> <p>Speech and Language Therapists</p> <p>Teachers</p> <p>Support Staff</p> <p>WBA Coaches</p> <p>All Pupils</p>	<p><u>Key Indicator 2</u></p> <p>Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 3</u></p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p><u>Impact</u></p> <p>Developing ALDs in physical development enhances pupils' skills by providing clear instructions and immediate feedback. These visual aids help pupils understand tasks better, refine their techniques through adjustments, and promote independence in completing physical activities. They also boost motivation and engagement, making activities more enjoyable and accessible across various settings. Overall, this integration supports inclusive learning environments where pupils can confidently participate, improve their physical skills, and achieve developmental milestones effectively.</p> <p><u>Sustainability</u></p> <p>This sustainability is achieved through ongoing observations, including learning walks, and our staff CPD sessions. These sessions ensure staff understand how to effectively use ALDs and benefits in the context of physical education, as well as how to develop specific ALDs for individual pupils or classes. There will be direct input from Speech and Language in lessons to help facilitate effective implementation in PE.</p>	<p><u>Training/Cover</u></p> <p>£2500</p>

<p>To create rebound therapy sessions specifically for pupils with the most complex needs, ensuring they have regular physical development opportunities.</p> <p>Alongside this, I'll implement a recording system to monitor their progress in rebound activities and gather evidence using Evidence for Learning (EFL). This will help track their development and achievements effectively.</p>	<p>Subject Leader</p> <p>Leader of Learning</p> <p>Assessment Lead</p> <p>Physiotherapists</p> <p>Trained Rebound Staff x3</p> <p>Approximately 30 pupils</p> <p>Parents/Carers</p>	<p><u>Key Indicator 1</u></p> <p>Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 2</u></p> <p>Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 3</u></p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4</u></p> <p>Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact</u></p> <p>Implementing dedicated rebound sessions for pupils with complex needs enhances their physical development through activities like improving muscle tone, balance, and coordination. These sessions provide a supportive environment tailored to their abilities and address challenges. Inviting parents to observe/be involved fosters collaboration between home and school, keeping them updated on their child's progress. This promotes a holistic approach to supporting the child's development. This enhances rebound trainers' skills and upskill staff. Most importantly, these structured sessions promote physical health, social skills, and overall well-being for pupils through active engagement in sports.</p> <p><u>Sustainability</u></p> <p>This sustainability is achieved through ongoing observations including learning walks and data assessments. It will also be regularly monitored through EFL sharing successes with professionals and families. Regular assessments of pupils' progress will refine the Physical Development curriculum, keeping it challenging and effective. It will also require trained staff to regularly attend updates and work closely with physiotherapists to ensure best practice.</p>	<p><u>Training Refreshers</u></p> <p>£1,000</p> <p><u>Additional Staffing</u></p> <p>£2500</p>
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<p>To develop and implement swims tailored for pupils with sensory processing difficulties, enhancing their physical development and sensory integration.</p>	<p>Subject Leader Leader of Learning Occupational Therapist Swimming Teachers 6 Pupils per half term</p>	<p><u>Key Indicator 1</u> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 2</u> Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 3</u> The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4</u> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact</u> Developing and implementing swims for pupils with sensory processing difficulties can have a profound impact on their physical development. These specialised swim sessions enhance gross motor skills such as coordination, balance, and strength, promoting overall fitness and cardiovascular health. By providing a controlled and predictable environment, sensory swims help pupils integrate and respond to sensory information more effectively, reducing sensory overload and fostering adaptive responses. These sessions will be closely monitored by assessing how well pupils are regulated before and after the sessions, with the results measured in concentration and behaviour in the classroom before and after.</p> <p><u>Sustainability</u> This sustainability is achieved through ongoing observations including learning walks, data assessments and linking closely with the OT to provide support. There will be direct input and training for staff on sensory processing through CPD sessions and how these can be applied in the swimming pool. We will also need to look at training multiple staff to ensure continuity in case of staff turnover.</p>	<p><u>Sensory Swim</u> £1000</p>
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<p>To organise and develop engaging sports events for pupils' Sports Day, Aquatics Day, and Doodle Day.</p>	<p>Subject Leader</p> <p>Heads of Department/Senior Management</p> <p>Teachers</p> <p>Support Staff</p> <p>WBA Coaches</p> <p>All Pupils</p>	<p><u>Key Indicator 2</u></p> <p>Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 3</u></p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4</u></p> <p>Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key Indicator 5</u></p> <p>Increased participation in competitive sport.</p>	<p><u>Impact</u></p> <p>Events like Sports Day and Doodle Day significantly boost children's physical development by integrating activities across the curriculum and raising awareness of their importance. These events encourage fitness, coordination, and active lifestyles, fostering competitive skills and resilience through participation in competitions and awards. They build confidence and self-esteem while enhancing parental engagement. Offsite events add to this by providing new environments that promote curiosity, independence, and broader perspectives, further supporting children's growth and development.</p> <p><u>Sustainability</u></p> <p>Events like these are sustainable because they utilise existing school resources, require minimal additional materials, and can be adapted annually to fit different themes and activities. They foster a culture of physical activity and well-being integrated into the regular curriculum. Collaborating with key agencies, such as the WBA Foundation, enhances sustainability by providing expertise, resources, and support. These partnerships can offer additional funding, equipment, and training for staff, ensuring high-quality events.</p>	<p><u>Sports Day and Events</u></p> <p>£300</p>
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<p><u>Physical Room</u> Establish and equip a dedicated school room for pupils with complex physical needs, incorporating a tailored timetable for daily access and ordering suitable equipment to support and challenge their physical abilities effectively.</p>	<p>Subject Leader Leader of Learning Teachers Support Staff Approximately 60 pupils</p>	<p><u>Key Indicator 1</u> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p><u>Key Indicator 2</u> Engagement of all pupils in regular physical activity.</p> <p><u>Key Indicator 3</u> The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p><u>Key Indicator 4</u> Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact</u> Accessing a suitable physical learning environment five times a week for up to one hour per day will significantly benefit pupils with complex physical needs. This dedicated space will enhance the importance of physical development across the school, providing challenging equipment that helps further develop the pupils' skills. By engaging in various physical activities, pupils will have the opportunity to participate in sports in different ways, applying their skills in a range of learning environments. This not only establishes a crucial link between pupil engagement and progress but also contributes to improved mental health and well-being, fostering a holistic approach to their education and personal growth.</p> <p><u>Sustainability</u> This sustainability is achieved through efficient resource management, long-term planning, lesson observations, data collection and the school curriculum. This ensures ongoing improvement and sustained benefits for pupils' health, fitness, and overall well-being.</p>	<p><u>Resources</u> £6,000</p>
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Key achievements 2023-2024

Activity/Action	Impact	Comments
<p><u>Curriculum/CPD/Training</u> Ensure that all pupils consistently receive appropriately challenging opportunities across all aspects of the Physical Development curriculum. To achieve this, I will implement comprehensive staff training and continuous professional development (CPD).</p>	<p><u>Sports Coaches</u> We have employed sports coaches specifically to deliver PE sessions tailored for pupils with challenging needs, requiring additional support to participate effectively in PE lessons. These coaches work with smaller class groups, providing targeted guidance and encouragement to enhance engagement and skill development. This approach has fostered a supportive environment where pupils feel more comfortable and motivated to participate actively in physical activities. This has improved individual participation and promoted social interaction and teamwork among pupils with diverse learning requirements.</p> <p><u>CPD</u> Furthermore, involving sports coaches in delivering Continuous Professional Development (CPD) sessions during staff training has profoundly impacted pupil engagement and development. These sessions equipped teachers and support staff with new strategies, resources, and new approaches to PE delivery. The CPD built staff knowledge on how to utilise a variety of resources and materials to diversify and enrich PE sessions.</p> <p><u>Rock Climbing</u> One of our big successes this year was taking six groups of nine pupils offsite for rock climbing, which greatly impacted their physical development. The variety of climbing walls—ranging from low to medium and high levels—gave pupils the chance to challenge themselves at different heights and difficulty levels. This helped improve their balance and coordination as they had to carefully control their movements and focus on each step. Additionally, rock climbing boosted their confidence, as pupils gained a sense of accomplishment, helping them grow both physically and mentally.</p>	<p>To identify bespoke training for staff linked to SEN.</p>

<p><u>Curriculum/CPD/Training</u> Develop detailed long-term and medium-term plans for PE topics to maintain a structured and effective approach to physical education.</p>	<p><u>Medium Term Plans</u> The implementation of medium-term plans has improved physical development at our school, evident in both data attainment and pupil engagement. These plans have provided clear pathways for pupils, ensuring progression in physical skills across different age and need groups. Additionally, medium-term plans have boosted pupil engagement by offering varied, well-planned activities that motivate active participation in physical education. This has been evident in subject leader learning walks with the Head of Teaching and Learning, School Improvement Advisor and Governors.</p>	<p>Pupils are engaging with half-termly topics, each supported by newly developed Medium-Term Plans implemented this past year. Staff have access to a variety of activities aligned with steps 1-19, which can be expanded upon but not limited to.</p>
<p><u>Communication Aids</u> Incorporating communication aids into physical development. This involves creating Aided Language Display (ALD) templates specifically designed for both onsite and offsite activities. This approach ensures that communication support is consistently available across various environments, enhancing interaction and participation in all settings effectively.</p>	<p><u>Communication Aids</u> We have set up a display board in the hall featuring a variety of symbols, Makaton, and aided language displays. This board is utilised in daily lessons and activities. Teachers and sports coaches frequently use the board to improve communication and simplify instructions, aiding pupils in understanding and carrying out physical movements. This support effectively contributes to the development of motor skills and physical coordination.</p>	<p>To continue to update and replenish symbols and aided language displays.</p>
<p><u>Sensory Swimming</u> To develop and implement swims tailored for pupils with sensory processing difficulties, enhancing their physical development and sensory integration.</p>	<p><u>Sensory Swimming</u> We introduced one specialised swim session a week for pupils with sensory processing difficulties. It promoted physical development showing an improvement in coordination, balance, body awareness, and swimming skills. Additionally, these sessions have shown an improvement in learning, a reduction in challenging behaviour and an improvement in sensory regulation. This was evident through our recording of each sensory swim session's weekly behaviour incident reports.</p>	<p>Moving forward, we aim to integrate these specialised sessions into pupils' regular class swimming lessons to continue supporting their development and well-being.</p>

<p><u>Rebound</u></p> <p>To create rebound sessions specifically for pupils with the most complex needs, ensuring they have regular physical development opportunities.</p> <p>Alongside this, I'll implement a recording system to monitor their progress in rebound activities and gather evidence using Evidence for Learning (EFL). This will help track their development and achievements effectively.</p>	<p><u>Rebound Therapy</u></p> <p>We created three-afternoon rebound therapy sessions per week, specifically for pupils with the most complex needs, ensuring they had regular opportunities for physical development. Supported by additional staff, these sessions have had a significant impact, helping to improve their muscle tone, balance, engagement, and coordination, while also promoting relaxation and sensory awareness. Each session is carefully tailored to meet the needs of the individual child, allowing us to focus on their unique challenges and achievements. This personalized approach ensures that every pupil gets the most benefit from their therapy, enhancing their overall development.</p> <p><u>Evidence for Learning</u></p> <p>We also started using Evidence for Learning (EFL) to keep track of each pupil's progress. This has helped us see how each pupil is doing individually, as everyone's achievements have been different. By celebrating each pupil's unique progress and adjusting sessions to their needs, we've been able to provide a supportive and effective approach to their development. We can use the evidence to share with parents, new teachers, and support staff.</p>	<p>Trainers need rebound refresher training every 3 years.</p> <p>Increase the number of staff trained across the school.</p>
<p><u>Physical Room</u></p> <p>Establish and equip a dedicated school room for pupils with complex physical needs, incorporating a tailored timetable for daily access and ordering suitable equipment to support and challenge their physical abilities effectively.</p>	<p><u>Physical Room</u></p> <p>We've created a new physical activity room across the school specifically for PMLD pupils. This space has been equipped with a variety of fine and gross motor resources to boost engagement in physical development. Regular observations and external moderation have shown increased pupil engagement and progress. The room supports a holistic approach to education, allowing pupils to access it daily in whole class groups, small groups, or 1:1 sessions based on their individual needs.</p>	<p>To upkeep resources throughout the year to ensure challenge and engagement.</p>

<p style="text-align: center;"><u>Events</u></p> <p>To organise and develop engaging sports events for pupils onsite (Doodle Day/Sports Days) and offsite (WBA/SCOS Olympics).</p>	<p style="text-align: center;"><u>Sporting Events</u></p> <p>Throughout the school year, pupils have regularly participated in offsite physical events such as rock climbing, WBA sports events, and SCOS Olympics. As well as onsite activities such as Doodle Day and Sports Week. These experiences have enhanced pupils' physical skills by improving strength, coordination, and overall fitness. Participation in team sports and group activities has also strengthened social skills, fostering better communication, and teamwork. It has boosted self-confidence and encouraged independence. These events have motivated and engaged pupils encouraging continued participation in physical events. These events have enriched pupils' experiences supporting development across multiple areas.</p>	<p>To identify key dates across the school year and class groups to attend offsite events.</p>
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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.

Due to the SEND nature of our pupils, whilst all pupils in school have access to swimming in our swimming pool, only a few if any can meet the end of year 6 national curriculum requirements.

<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%	N/A
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	N/A

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p>N/A</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>Yes</p>	<p>Annual Update with P&P Associates (STA) which covers all aspects of teaching, water safety, health and safety.</p> <p>Aqua Eps - Follow-up course (Need to look into this which is around therapy).</p>

Signed off by:

Head Teacher:	Elizabeth Hopewell 
Subject Leader or the individual responsible for the Primary PE and sport premium:	Samantha Barker  PE Leader of Learning
Chair of Governors:	Helen Grindulis 
Date:	31.07.2024