



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated July 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 2023.**

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.

Details of Funding	
Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,744.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount of funding for 2022/23	£18,744.00

Review of last year's spend and key achievements (2021/2022)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Extra-Curricular Clubs	100 children were involved in the different sporting extra-curricular clubs that we provided across the year. Feedback from staff and children about the Elite PE sessions and extra-curricular clubs has been excellent, with a definite positive impact on children's motivation and PA levels.	We will continue to provide extra-curricular clubs for our children and provide them with opportunities to be physically active.
Elite Coaching	Feedback from staff and children about the Elite PE sessions has been excellent, with a definite positive impact on children's motivation and PA levels. As well as staff's confidence. Elite's half-termly reports have also indicated pleasing progression in children's ability and fitness.	We will pay for this support again for the following year and provide teaching staff with this important CPD.
Get Set 4 P.E	Staff have had consistent high-quality planning support which ensures progression. Again, the knowledge and skills gained from the schemes of work will be able to be used by our staff long into the future.	This will be renewed and form our teaching scheme for P.E at Holy Trinity.

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
<i>Elite CPD</i>	<i>Primary generalist teachers.</i>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity</p> <p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE. The PE leader had excellent feedback from school staff about the positive impact the Elite coaching sessions had already had on their own practice and their confidence. Similarly, the Elite coaches fed back that staff were really positive and engaged in the process and really improved their skills during each half-term block.</i></p>	<p>SLA = £3510 <i>To help staff CPD</i></p>
<i>Get Set 4 P.E</i>	<i>Primary generalist teachers.</i>	<p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p><i>Primary teachers more confident to deliver effective PE. The staff have also given very positive feedback about the GetSet4PE schemes of work; they now have consistent planning to work from, which ensures quality and progression across school. Notably, the HLTAs that cover classes have found the planning especially helpful and really boosted their confidence. Staff have commented that they feel supported in their 'journey' as PE teachers and have the planning, resources and equipment to deliver the best quality PESSPA that they ever have before.</i></p>	<p>GetSet4PE Subscription = £1320 <i>To support Teaching Staff</i></p>

<p><i>Staff meeting time and Subject Leader release time</i></p>	<p><i>Primary generalist teachers and P.E Lead.</i></p>	<p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Staff feel more supported in teaching P.E with coaching from P.E lead.</p>	<p><i>Subject Leader release time = £2700 (2.5 days per half-term)</i> <i>To support P.E lead</i></p>
<p><i>P.E Resources</i></p>	<p><i>The children.</i></p>	<p>Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Greater improvement with delivery of lessons with new and improved resources. Children using specialist equipment.</p>	<p><i>Resources = £1000 (total)</i> <i>To support with high quality P.E lessons</i></p>
<p><i>AfPE membership</i></p>	<p><i>P.E Lead.</i></p>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement</p>	<p>Up to date information for P.E lead.</p>	<p><i>AfPE Membership = £115</i> <i>To support P.E lead with up to date information</i></p>
<p><i>Playground Resources</i></p>	<p><i>Children.</i></p>	<p>Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>There was undoubtedly an improvement in playtime and lunchtime behaviour. Fewer playground behaviour incidents were reported, and teaching staff and lunchtime supervisors gave positive feedback about the impact that the actions had (especially the better resources for the playground and the positive impact the Sports Ambassadors have.</p>	<p><i>Resources = £1000 (total)</i> <i>Up to date and safe equipment for children</i></p>

<p><i>Sports ambassadors</i></p>	<p><i>Children in KS1 and KS2 playground.</i></p>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Sports ambassadors have had a great positive impact of PA levels in the playground, especially with the infants. Their daily games and activities frequently have a queue to join in and the children are very positive about them.</p>	<p><i>Elite SLA = £3510</i> <i>Train KS2 children up into mini coaches</i></p>
<p><i>Classroom based physical activity</i></p>	<p><i>Children.</i></p>	<p>Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement</p>	<p>The PE leader and SLT observed the use of PAL within the classroom and the benefits it had on concentration and engagement. This was particularly evident for those children that can find sustained concentration difficult. Positive feedback was also given by teachers.</p>	
<p><i>Forest Schools</i></p>	<p><i>Children and key members of staff.</i></p>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Forest School has had a great impact on children’s physical and mental health as well as behaviour. Time spent in the outdoors has helped many children with social skills and their emotions and helped the behaviour of some children that find the structure of the classroom environment quite challenging.</p>	<p><i>Forest School Resources = £1000;</i> <i>Forest School Leader release time = £4,218.75</i> <i>Provide children with greater opportunities and experiences.</i></p>
<p><i>Extra-curricular clubs</i></p>	<p><i>Children.</i></p>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils Key Indicator 5 – Increased participation in competitive sport</p>	<p>158 children were involved in the different sporting extra-curricular clubs that we provided across the year. Feedback from staff and children about the Elite PE sessions and extra-curricular clubs has been excellent, with a definite positive impact on children’s motivation and PA levels.</p>	<p><i>Elite SLA = £3510;</i> <i>Resources = £1000</i> <i>Provide children with greater opportunities and experiences outside of school hours.</i></p>

<p><i>Elite Clubs</i></p>	<p>Children.</p>	<p>Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils Key Indicator 5 – Increased participation in competitive sport</p>	<p>High attendance to Elite clubs after school (girls football noticeably) and during lunch time. This has had a definite positive impact on children's motivation and PA levels.</p>	<p>Elite SLA = £3510 <i>Provide children with greater opportunities and experiences.</i></p>
<p><i>Four Square</i></p>	<p>Children.</p>	<p>Key Indicator 5 – Increased participation in competitive sport</p>	<p>Greater opportunities for competitive events and structured play at break and lunch times. Improved behaviour and increased physical activity during break times.</p>	
<p><i>Sports Day</i></p>	<p>Children and parents.</p>	<p>Key Indicator 5 – Increased participation in competitive sport</p>	<p>Children competed in competitive events. Parents delighted to see children competitive and visit school again after Covid.</p>	
<p><i>EYFS Outdoor Provision</i></p>	<p>Children.</p>	<p>Key Indicator 1 – The engagement of all pupils in regular physical activity</p>	<p>The outdoor setting in EYFS is vastly improved; children are thoroughly excited and engaged by the provision and are much more able to be physically active.</p>	
<p><i>1 k a day</i></p>		<p>Key Indicator 1 – The engagement of all pupils in regular physical activity Key Indicator 2 – The profile of PESSPA being raised across school as a tool for whole school improvement Key Indicator 5 – Increased participation in competitive sport</p>	<p>Classes regularly took part in 1K-A-Day and children gained a real boost from seeing their improvements. Staff commented that, although it can sometimes be hard to find the time to fit it in, 1K-A-Day is certainly a good way of breaking up learning and refocusing the children back on a task.</p>	

Key achievements 2022-2023

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
<p>Extra-Curricular Clubs: As a school we aim to offer a wide range of extra-curricular clubs including an increased variety of sporting and physically active clubs. This year, we have been able to offer: football, netball, dance, gymnastics, dodgeball, cricket and Forest School clubs. Our SLA with 'Elite' included the provision of a dance club, gymnastics club and football club, then we also provided a specialist coach for a cricket club. Some of the money we spent on resources also meant we had the necessary equipment to run our extra-curricular clubs effectively. Spending: Elite SLA = £3510 Resources = £1000</p> <p>Elite Coaching: This year we invested in support from Elite Coaching to help sustainably develop the quality provision of PE, sport and physical activity at our school. Throughout the year each class received at least two half terms of PE lessons supported by Elite, as well as the offer of extra-curricular clubs. As well as delivering high quality sessions, the coaches are very positive and inspiring role models for the children, especially in terms of physical activity. In addition, Elite also provide structured physical activity in the playground at lunchtimes one day a week. Spending: Elite SLA = £3510</p> <p>Playground Resources: We invested in equipment for PE, sport and physical activity. The playground in the past had lacked the equipment required for all children to be physically active enough; there were too many 'dead' spaces where children had to rely on imagination alone. The new resources, such as skipping ropes, tennis racquets/balls, hula-hoops, 'catch-pads' and pom-poms, will allow more children to be involved in structured physical activity in the playground. Spending: Resources = £1000</p>	<p>Children have more opportunities to be physically active after school. Children have high quality coaching from experienced and expert coaches. There is a wider offer of school activities. Pupil voice confirms that all pupils including targeted groups are accessing more at these times.</p> <p>Staff have a greater understanding of a range of sports and all staff are now teaching a range of sports independently and with confidence (PE lead has observed teachers teaching and the teaching has been to a high a quality). Children are inspired by the high quality coaching and teaching. Feedback from staff and children about the Elite PE sessions and extra-curricular clubs has been excellent, with a definite positive impact on children's motivation and PA levels. Elite's half termly reports have also indicated pleasing progression in children's ability and fitness.</p> <p>The playground is now visibly a much more physically active environment. There is the sports court, which is continuously used for football, basketball or netball; three 'four-square' courts which are in constant use; and resources on a rota being used across the rest of the playground. There are much fewer children who are sedentary and the feedback from children about the physical activity they can now take part in has been extremely positive..</p>	

<p>Sports Ambassadors: As part of the SLA with 'Elite', 10 Year 5 children have been trained as 'Sports Ambassadors' to lead structured physical activities and games in the playground. They encourage all children to join in and work towards holding mini competitions too. Spending: Elite SLA = £3510</p> <p>Forest School: Two members of staff have taken part in a Level 3 Forest School Leader training program and we have adapted and resourced our wildlife area to run Forest School sessions. Every child receives at least a half-term of sessions and we have also been able to run an after school club, as well as an additional after school 'nurture group' club for those that we profit significantly from the associated physical and mental health benefits. This exciting opportunity has meant an increase in children's physical activity outdoors, a boost to mental health, valuable outdoor skills and a growing knowledge and connection to the outdoor environment that could last a lifetime. Spending: Forest School Resources = £1000 Forest School Leader release time = £4,218.75</p> <p>EYFS Outdoor Provision: We have invested in improving and updating the outdoor provision for the children in Early Years, to make it much more inviting, engaging and fit for purpose. While supporting the children learning much more effectively, it is also allowing the children to be much more physically active throughout the day.</p> <p>1K-A-Day: Our commitment to 1K-A-Day for all children will continue this year. Every class will find the 10-15 minutes required in the day to get outside and run on the existing 100m tracks in the playgrounds. We also include a competitive element, for children to compete for their personal best and improvement related to other classes.</p> <p>AfPE Membership: (£115) Provides the PE leader with the most up to date initiatives and health & safety advice to facilitate high quality PESSPA with school. Spending: AfPE Membership = £115</p>	<p>Sports ambassadors have had a great positive impact of PA levels in the playground, especially with the infants. Their daily games and activities frequently have a queue to join in and the children are very positive about them.</p> <p>Forest School has impacted positively on all children in KS1 and KS2. Children thoroughly enjoy the sessions, spending their entire time up and active in the outdoor environment, reaping the physical and mental health benefits. Demand for place at the after school club is huge and lots of children have continued new found passions for the outdoors at home. Our nurture club has also thoroughly engaged a number of children who can struggle to connect with school and have difficulties socially, emotionally and behaviorally. The club has helped them make real strides of progress in these areas.</p> <p>Greater opportunities available for physical activity in the outdoor provision, which has linked perfectly with their learning and the children are really engaged with this.</p> <p>Further opportunities to meet the children's physical activity requirement per day. The children have been inspired to be competitive and provide them with a challenge to improve on their own personal bests. Children are keen to share and talk about their improvements.</p> <p>Support given to P.E lead.</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

<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?	91%	<i>Use this text box to give further context behind the percentage. 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>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	89%	<i>Use this text box to give further context behind the percentage. 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>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>89%</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>Our staff do not teach it.</p>

Signed off by:

Head Teacher:	<i>Jonathan Wood</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Peers – P.E Lead</i>
Governor:	<i>(Name and Role)</i>
Date:	21.7.2023