



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
To increase physical activity in the classroom.	<p>Pupils are more actively engaged in lessons when they have a physical element to them. After exercise, the children are more focused in lessons, and this has a positive impact on learning.</p> <p>Teacher's comment on how the children are able to focus and engage more after physical activity.</p>	<p>To continue to train and develop with staff to enhance and embed good practise for a positive impact on how active the children are.</p> <p>To ensure that these approaches continue to be used throughout the school effectively to positively impact learning and physical health.</p>
To use iSingPop to develop the use of Dance in assemblies and classrooms promoting physical activity during more sedentary times of the day.	<p>Children know the dance routines to these songs and perform them regularly in assembly.</p> <p>Year 6 ambassadors lead the dances and support the school.</p>	To use this approach again next year to support the physical development of the pupils at St Paul's.
To increase physical activity at playtime	<p>Playground marking increased physical activity in the playground – children use the marking regularly in play.</p> <p>Children are using the play equipment (posts,</p>	In 2023-2024 – use some of the funding to develop more outdoor equipment such as a trim trail and repair current equipment so it can be used.

	ball, goals etc) to increase physical activity at playtimes.	
To review and raise the profile of 'Fit For Life Week'	Coaches and resources purchased – feedback from the pupils has been positive and the children have been inspired to continue with some of the more alternative sports. This impact has been seen on the playground and requests for clubs next year.	To continue to develop in 2023-2024
To have an athlete visit – Paralympian – Nerys Pearce.	Role model – Nerys Pearce visited the school and led PE workshops and led an inspiration assembly. The children engaged positively in all activities and responded well to her motivational assembly.	To book another Paralympian in 2023-2024
Complete PE and REAL PE purchase	An inset day was spent looking at the PE curriculum and training on a broad and balanced curriculum. Staff re-designed their curriculums so there was a range of skills taught in each year groups and the children were receiving a wide range of opportunities. The impact on the children has been noticeable in the lessons and communication with staff.	To continue to develop in 2023-2024
Staff CPD – Lessons modelled	Staff all had 5 weeks of modelled PE lessons using Complete PE plans. The staff were exceptionally positive about the impact this has had on their ability to teach PE effectively and the positive impact on the children's development. Staff have created annotated plans for the staff in class next year to use.	To consider for 2023-2024
Staff CPD – course	Staff member who attended the training could confidently articulate the objectives of the course and discuss PE next steps at St Paul's/	To consider for 2023-2024

To develop a broader range of experiences for the children at St Paul's	Staff reported the children were actively engaged in all activities and opportunities offered beyond the curriculum. Children showed active engagement and excitement in the opportunities provided.	
To develop physical and mental health awareness using the 'Art of Brilliance' project.	All children in Y1-6, staff, parents and governors were able to attend Art of Brilliance sessions over 3 days. The feedback was overwhelmingly positive and showed a positive impact on the understanding of physical and mental health. Furthermore, it showed that the children understood the link between physical and mental health.	To continue in 2023-2024
To develop children's OAA skills at an OAA centre.	Children all actively participated in the OAA activities and challenged themselves pushing their boundaries. The children all spoke positively about the experience and what they achieved.	To continue in 2023-2024
To use sports funding to fund additional swimming for the children who can't swim 25metres.	Staff were able to explain for the children's confidence in swimming developed during their swimming sessions. All children that attended were able to swim further after the 10 weeks than at the start. At the end of the sessions, the children who attended were then able to swim between 5-10metres.	To continue in 2023-2024
To develop competitive sport and participation in events outside of St Paul's school	<p>This year the pupils were able to participate in competitive sport and development their sportsmanship skills (as well as PE skills) in the competitions we participated in. Staff and pupils were both able to articulate what the children had learnt from the experiences and the positive impact it had had on the pupils.</p> <p>Each KS2 class attended a festival with other schools were they learnt skills and then played against other teams. The staff articulated the</p>	To continue to develop competitive sport in school – allowing all children to have the opportunities within school and externally.

children's progress in the sport and the enjoyment they had competing against other schools.

We entered the football and netball leagues this year and the children were able to play against other teams. The coaches were able to explain how the children's sporting attitude and sporting skills progressed across the matches.

Key priorities and Planning – 2023-2024

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
e.g. Introduce lunchtime sport sessions/activities for pupils.	<i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity</i> <i>pupils – as they will take part.</i>	<i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i> <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i>	<i>£1000 costs for additional coaches to support lunchtime sessions.</i>
e.g. CPD for teachers.	Primary generalist teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.	£5000 for 5 teachers to undertake CPD.
To continue to develop active classrooms techniques to reduce sedentary periods in the school day.	Teaching staff Pupils	Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Pupils more engaged in lessons Sedentary behaviour decreased	£80

To use iSingPop to develop the use of Dance in assemblies and classrooms promoting physical activity during more sedentary times of the day.	Teaching staff Pupils	Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils	Pupils more engaged in lessons Sedentary behaviour decreased in lessons Year 6 ambassadors confident in leading dance.	£850
To increase physical activity at playtime	Teaching staff Pupils	Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Increasing physical activity Developing teamwork and resilience	£5670
To review and raise the profile of 'Fit For Life Week'	Teaching staff Pupils	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils	Pupils exposed to a broader range of sporting opportunities Teachers confident in delivering a wider range of activities. Pupils physical and mental health understanding improved. Teaching physical fitness, teamwork, and stress management skills.	£991
To have an athlete visit – Paralympian – Naomi	Teaching staff	Key indicator 3 – The profile of PESSPA being raised across the school as a tool for	The visit by Paralympian Naomi Riches had a profound positive impact on our	£500

Riches	Pupils	<p>whole school improvement</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>pupils, inspiring them with her achievements and perseverance. Her story of overcoming challenges to succeed at the highest level has helped motivate students to embrace resilience and determination in their own lives. The experience also promoted greater understanding and appreciation of diversity and inclusion, encouraging pupils to support each other and pursue their goals regardless of obstacles.</p> <p>To continue next year.</p>	
Complete PE and REAL PE purchase and equipment to support	Teaching staff Pupils	<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 <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>Using Complete PE and REAL PE as the PE schemes at St. Paul's has had a positive impact on our pupils by providing a well-rounded, inclusive, and engaging approach to physical education. These programs have enhanced pupils' physical skills, coordination, and confidence through varied activities that cater to different abilities and interests. Additionally, the emphasis on personal development, teamwork, and resilience has fostered a love for physical activity and promoted lifelong healthy habits among students.</p> <p>To continue next year.</p>	£1218
To develop a broader range of experiences for the children at St Paul's	Teaching staff Pupils	<p>Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 3 – The profile of PESSPA</p>	<p>Offering pupils a diverse and enriching experiences beyond the classroom.</p> <p>Build pupils creativity, built confidence, and fostered a sense of joy and community among the children.</p> <p>Develop their team-building skills,</p>	£876

		<p>being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>social skills, improved well-being, and form lasting memories.</p>	
<p>To develop physical and mental health awareness using the 'Art of Brilliance' project.</p>	<p>Teaching staff</p> <p>Pupils</p> <p>MDS</p>	<p>Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>To promote physical health, mental health, personal development, resilience, and a positive mindset for all staff and pupils at St Paul's.</p>	<p>£4840</p>
<p>To develop children's OAA skills at an OAA centre.</p>	<p>Teaching staff</p> <p>Pupils</p>	<p>Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p>To give pupils access to OAA activities at Cuffley on two residential trips.</p> <p>To develop teamwork, problem-solving, and leadership skills in an outdoor setting.</p>	<p>£212</p>
<p>To use sports funding to fund additional swimming for the children who can't swim 25metres.</p>	<p>Teaching staff</p> <p>Pupils</p>	<p>Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30</p>	<p>To have a positive impact on St Paul's pupils by boosting their water confidence and swimming proficiency.</p>	<p>£2070</p>

		minutes of physical activity a day in school Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement		
To develop competitive sport and participation in events outside of St Paul's school	Teaching staff Pupils	Key indicator 5 – Increased participation in competitive sport	To enable St. Paul's pupils to attend competitions To give opportunity to showcase their skills and experience the excitement of competitive sports. To foster teamwork, perseverance, and a sense of achievement, boosting pupils' confidence and encouraging them to push their boundaries.	£728
To use a new PSHE scheme which encourages and supports children's understanding of physical and mental health – using physical activity and mindful techniques to engage learners.	Teaching staff Pupils	Key indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2 – The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Key indicator 3 – The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4 – Broader experience of a range of sports and activities offered to all pupils	To develop teacher confidence in teaching PSHE including physical and mental health. To enhance pupils social, emotional, and mental well-being as well as teaching them about physical health.	£1050

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
To continue to develop active classrooms techniques to reduce sedentary periods in the school day.	Pupils are more actively engaged in lessons when they have a physical element to them. After exercise, the children are more focused in lessons, and this has a positive impact on learning. Teacher's comment on how the children are able to focus and engage more after physical activity.	To continue next year.
To use iSingPop to develop the use of Dance in assemblies and classrooms promoting physical activity during more sedentary times of the day.	Children know the dance routines to these songs and perform them regularly in assembly. Year 6 ambassadors lead the dances and support the school. To use this approach again next year to support the physical development of the pupils at St Paul's.	To continue next year.
To increase physical activity at playtime	Increasing physical activity by providing more equipment for our pupils has significantly enhanced their engagement in active play, helping to improve physical fitness and motor skills. Access to a wider range of sports and play equipment has encouraged diverse activities, fostering teamwork, creativity,	To continue next year.
To review and raise the profile of 'Fit For Life Week'	The sports week focusing on physical and mental health has had a positive impact on primary pupils by promoting active lifestyles and teaching valuable coping strategies for emotional well-being. Pupils engaged in a variety of sports and mindfulness activities, which improved their physical fitness, teamwork, and stress management skills. The week also fostered a greater awareness of the importance of balancing physical activity with mental health practices, leading to increased confidence and overall happiness among students.	To continue next year.
To have an athlete visit – Paralympian – Naomi Riches	The visit by Paralympian Naomi Riches had a profound positive impact on our pupils, inspiring them with her achievements and perseverance. Her story of overcoming challenges to succeed at the highest level has helped motivate students to embrace resilience and determination in their own lives. The experience also promoted greater understanding and appreciation of diversity and inclusion, encouraging pupils to support each other and pursue their goals regardless of obstacles.	To continue next year.

Complete PE and REAL PE purchase and equipment to support	Using Complete PE and REAL PE as the PE schemes at St. Paul's has had a positive impact on our pupils by providing a well-rounded, inclusive, and engaging approach to physical education. These programs have enhanced pupils' physical skills, coordination, and confidence through varied activities that cater to different abilities and interests. Additionally, the emphasis on personal development, teamwork, and resilience has fostered a love for physical activity and promoted lifelong healthy habits among students.	To continue next year.
To develop a broader range of experiences for the children at St Paul's	The Garsington Opera music and dance workshop, along with bouncy castles and bowling trips, had a tremendously positive impact on primary pupils at St. Paul's by offering diverse and enriching experiences beyond the classroom. These activities sparked creativity, built confidence, and fostered a sense of joy and community among the children. By engaging in artistic expression, physical play, and team-building outings, pupils developed important social skills, improved well-being, and formed lasting memories. To continue next year	To continue next year.
To develop physical and mental health awareness using the 'Art of Brilliance' project.	The Art of Brilliance 3-day workshop, along with access to online resources, had a significant positive impact on primary pupils at St. Paul's by promoting physical health, mental health, personal development, resilience, and a positive mindset. Tailored teaching sessions and assemblies helped pupils build self-awareness and focus on their strengths, leading to improved confidence and motivation as well as developing understanding of physical and mental health. This holistic approach to well-being equipped students with valuable life skills for maintaining positivity and mental health, both inside and outside the classroom.	Access to online to continue next year.
To develop children's OAA skills at an OAA centre.	The OAA trip to Cuffley had a transformative impact on some primary pupils at St. Paul's, offering them the chance to develop teamwork, problem-solving, and leadership skills in an outdoor setting. Through activities like climbing, orienteering, and team challenges, pupils built confidence, resilience, and a sense of achievement. The experience also strengthened peer relationships and fostered a deeper appreciation for nature and physical activity, contributing to their overall well-being.	To continue next year.
To use sports funding to fund additional swimming for the children who can't swim 25metres.	Using Sports Funding for additional swimming lessons at St. Paul's has had a significant positive impact on primary pupils by boosting their water confidence and swimming proficiency. The extra lessons have helped more students meet national swimming standards, ensuring their safety and skill in the water. Furthermore, the program has promoted physical fitness and provided an enjoyable, lifelong activity, encouraging healthier lifestyles for the pupils.	To continue next year.

<p>To develop competitive sport and participation in events outside of St Paul's school</p>	<p>Using Sports Funding to enable St. Paul's pupils to attend competitions has had a positive impact by giving them the opportunity to showcase their skills and experience the excitement of competitive sports. These events have fostered teamwork, perseverance, and a sense of achievement, boosting pupils' confidence and encouraging them to push their boundaries. Additionally, attending competitions has promoted school spirit and inspired a love for physical activity, motivating students to stay active and engaged in sports.</p>	<p>To continue next year.</p>
<p>To use a new PSHE scheme which encourages and supports children's understanding of physical and mental health – using physical activity and mindful techniques to engage learners.</p>	<p>Using Sports Funding for the Jigsaw PSHE scheme at St. Paul's has positively impacted primary pupils by enhancing their social, emotional, and mental well-being as well as teaching them about physical health. The scheme's structured lessons on mindfulness, relationships, physical & mental health and emotional literacy has helped pupils develop self-awareness, resilience, and positive behavior. This holistic approach has not only improved classroom dynamics but also empowered students with essential life skills for maintaining mental health and navigating challenges and developed their understanding of physical health..</p>	<p>To continue to use next year (no further funding needed).</p>

Swimming Data – 2023-2024

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?	84%	<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]?	84%	<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>100%</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>The pupils who couldn't swim 25m went swimming again in the summer term for 10 weeks.</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>	

Signed off by:

Head Teacher:	<i>Charlotte Dennis</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Rebecca Jones Deputy Head
Governor:	
Date:	July 2023