



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
<ul style="list-style-type: none"> To improve swimming skills across the school and to create life-long love for swimming To increase Active Lunchtime participation (in conjunction with other projects described in Ki2/3/4/5) All children have opportunities to take part in physical activity daily. 	<p>Y3-Y6 children were swimming with swimming teachers up to 5 times a week for 5 weeks. We were running additional sessions for target groups, catch up sessions for Y6 children, fitness+ sessions, girls.</p> <p>Training up sports leaders, staff and supervisors. Introduction of Activity passports. Children increase their active times and user break times more effectively.</p> <p>Purchase and installation of durable concrete table tennis table</p> <p>Purchase of wheel-away badminton and tennis posts and nets to be used during Break times. In addition to table tennis lessons in PE children now have the opportunity to practice table tennis independently during their break times. (Y3-6)one of the most popular sports at Chalkhill.</p> <p>We have restructured our playground. Six new combined goalposts and netball hoops were</p>	<p>The local swimming pool has only just reopened after Covid. Top up lessons are still required to give our year 6 pupils and future yr 6 pupils the best opportunity to meet national curriculum requirements.</p> <p>Introduced zones, staff Rota and sports leaders rota. New rules, responsibilities and sections drawn up. Children work through zones and activities throughout the week. Lunchtime clubs made available</p> <p>Staff and understanding of 5a side games needed. Equipment and training. Not all year</p>

<ul style="list-style-type: none"> Reward children for their participation and achievements in sporting activities To further develop the playground, equip it with new and interesting equipment To train new Sports Leaders Further digitalising of resources to support teaching 	<p>installed in the playground. The project has been delayed and the posts will be installed at the end of the school year/ summer holidays.</p> <p>Purchased medals and certificates for achievements in sporting activities: Sports day medals (Gold, silver, bronze for sprint), Medals for Olympic values, Fair play rewards. impact on children's confidence to take part in Active times, sports and physical activities, and motivates them to achieve more.</p> <p>Purchase of 2 ActivAll - interactive activity boards, mounted on a wall in the playground. Used by children during playtimes, lunch times, and during PE lessons. Used by SEND groups. Installation was delayed.</p> <p>In cooperation with KSSP we trained 30 Children in Y5 and 10 in Y4 to become sports leaders. Sports Leaders support Active Lunchtimes, lend out equipment, supervise activities and assist with competitions, Sports Days and festivals, run Y1&2 coaching sessions.</p> <p>Teachers are now able to access most PE resources from any location, work or home to plan and prepare better lessons and activities</p>	<p>groups have had access and have been waiting to use this part of the playground. Time needed to adjust to change and more work to be done on inclusion.</p> <p>Majority of children enjoyed. Need to provide further opportunities to achieve and build resilience. House points introduction – earn points throughout the year as suppose to one day in the year.</p> <p>Starting to use it now as part of the new zones scheme as well as during class time as a brain break activity. Need to think of a shelter to protect equipment from the elements.</p> <p>Some sports leaders identified. Are running lunchtime activities and mentor sessions for yr 1. Need to train the next generation and support day to day running of activities.</p> <p>Look at updating material and making it more user friendly.</p>
---	--	---

<ul style="list-style-type: none"> • Increase confidence of staff in teaching basketball. 	<p>An experienced basketball coach to work with teachers to help them plan and execute HQ PE lessons</p> <p>120 children and 8 staff took part in the 5 week programme. Staff had the opportunity to learn how to teach individual skills, organise small-sided games and run an inter-class competition.</p>	<p>Developing. Identify staff who took part in training and which year groups.</p>
<ul style="list-style-type: none"> • To organise Climb Higher workshops 	<p>A 7metre mobile Climbing wall unit was installed in the school playground for a week to enable children to experience a wider range of sports.</p> <p>Y3-Y4 were allocated time slots during 2 days of climbing workshops. Whilst one-half of the class was climbing, the other was improving their archery skills.</p>	<p>One time event. Look into hiring again or provided this experience as part of the OA development project.</p>
<ul style="list-style-type: none"> • To develop OAA in school 	<p>Purchased new tents and camping equipment. subsidized the camping trip to allow a range of children to afford the trip.</p>	<p>Very successful event. 3 SEN children were able to attend and stayed for whole week. Look into running again and how we can provide opportunities to other year groups.</p>
<ul style="list-style-type: none"> • To maximise the opportunities for pupils to participate in competitive sport. 	<p>active member of the Kingsbury Sports Partnership,</p>	<p>Continue membership. Target skills training for children to be able to compete in more events.</p>

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>Top up Swimming; To improve the swimming outcomes for weak and non-swimmers in KS2 by providing Top up swimming in Year 5 and Year 6. Extending the provision for swimming into year 3 and Year 4 will ensure that the pupils make regular and sustained progress towards the statutory 25 metres requirement.</p>	<p>Pupils – as they will take part. Teachers /TA's required to plan and supervise</p>	<p><u>Key indicator 2</u> -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. <u>Key indicator 4</u>: Broader experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> • More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. • Improvement in the progress of all pupils in swimming • Increase the percentage of pupils improving their ability to swim unaided from 21% to 40% • Increase in the percentage of pupils swimming 25m by the end of year 5 from 21 % can swim 25 metres to 50% • Increase in the percentage of pupils swimming 25m by the end of year 6 from 21% to 70% 	<p>2 terms – 7440.00</p>

<p>Curriculum: To provide an extensive, engaging and enjoyable curriculum to meet the needs of all pupils at Chalkhill. This includes nontraditional activities such as, disability sports and sports in line with current events in the world.</p> <p>Ensure that physical education is taught through physical activity in weekly practical lessons both indoors and outdoors, in a wide range of physical, creative and aesthetic settings.</p> <p>To identify areas for development in teaching and to provide appropriate professional development for teachers</p>	<p>All staff and 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 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>	<ul style="list-style-type: none"> • Site manager to organise and book Health and Safety checks for PE equipment. Any equipment deemed unsafe to be replaced • Sign up to 'Complete PE' scheme of work. This will support curriculum development, Lesson planning and delivery and CPD for staff. • Partnership with 'Sports for Champions'- For as small fee we can invite an athlete of our choice. Gymnastics seems to be the subject that is least attended. For that reason I thought I would invite British male Gymnast Courtney Tulloch to visit and led a whole school event to inspire, encourage and raise the profile of gymnastics across the school, particularly for our boys • Purchase and install interactive whiteboard in the sports hall to enhance the quality of teaching and learning. • CPD opportunities for staff and New Lead (PE Lead to attend PE conference in Feb, 2 other staff NFL training) 	<p>£200.00</p> <p>Complete PE: £1170.00</p> <p>Projector: £3,444</p> <p>£195</p>
---	-----------------------------	--	---	--

<p>Competition; To ensure competitive opportunities and sporting experiences are available to pupils through partnerships in the community.</p> <p>Ensure safe travel to and from venues.</p> <p>Coaches to extend the sporting experiences of all pupils</p>	<p>Pupils involved in direct competition representing the school.</p> <ul style="list-style-type: none"> • Whole Year groups supported by experts in the field. • Teachers who learn and support our visiting colleagues. • Our Young Leaders who also get a chance to support the events. • All year groups (3- 6) get to represent their school in intra and inter school formats. 	<p><u>Key indicator 5:</u> Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • SSP provide ; <ul style="list-style-type: none"> -entry to all competitions -Leadership training for year 5, -Saracens Rugby Project for 12 weeks -CPD Programme -Network Meetings -Health and Safety updates and advice -Engagement with local festivals and events through School Games network and the School Sport Partnership -Tennis coaching and taster day • QPR coaches for 12 weeks in Year 3 Girls only (TA training) • QPR Coach for 6 weeks in Year 5 for all (TA and Teachers support) • QPR running after school club for KS1 • After school clubs ran by staff and volunteers to develop skills of the children wanting to take part in competitions. 	<p>SSP membership £2000</p> <p>Part of community work</p>
--	--	--	--	---

<p>Profile of PE in school: To increase the number of children involved in all aspects of Physical Education and Sport in school from early years up to KS1&2.</p>	<p>Pupils and community</p>	<p><u>Key indicator 4:</u> Broader experience of a range of sports and activities offered to all pupils.</p> <p><u>Key indicator 2</u> -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.</p>	<ul style="list-style-type: none"> • Provide opportunities for children to be involved in lunchtime and after school clubs. • Focus groups this academic year – Girls and KS1 pupils • Sports coaches and instructors employed to support after school sports clubs to ensure a broad range of extra - curricular activities. • Re -engage Sports Leaders in Playgrounds • Plan and facilitate lunchtime activities • PE physical activity and school sport to have a high profile and are celebrated across the life of the school through Newsletters, assemblies, house points 	<p>£4,157.00</p>
---	-----------------------------	---	---	------------------

<p>PE Leadership Roles To train new Sports Leaders To develop pupils leadership skills through the creation of a Sports Council and Playground Leaders -To develop pupils physical, social and emotional well-being through inclusive and supportive leadership opportunities</p>	<p>All pupils KS2 Children and staff Lunchtime staff</p>	<p><u>Key indicator 2</u> -The 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>	<ul style="list-style-type: none"> • Provide opportunities for KS2 children to plan, lead, manage and officiate PE activities/ events such as alternative Sports Day. Prizes and resources to be purchased. • Children to help run School streets/ playing out approach supported by Sustrans and local authority. • Work towards achieving school games award. 	<p>TOTAL: 19,590</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

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?	%	<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]?	%	<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>%</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>	

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	