



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2022/2023)

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

Activity/Action	Impact	Comments
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity</p> <p>Ensure all KS2 pupils have at least 2hrs of curriculum PE per week providing a broad and balanced PE curriculum based on pupil enjoyment, developing key skills & increasing fitness.</p> <p>Swimming Year 5 access to a local swimming pool. (Y6 22/23 are reported on for PE premium)</p> <p>Competitions in school and personal challenges completed to encourage children to be active in school and as after-school competitions.</p> <p>A new half termly extra-curricular sports timetable is given to</p>	<p>KS2 – Yr5 3 x 1hr lessons per wk. Yr6 2 x 1hr lessons per wk. Gold Award for Sports Mark</p> <p>70% of current Y7 cohort can swim 25m competently 78% current Year 7 cohort use a range of strokes effectively 86% of current Year 7 cohort use a range of strokes effectively</p> <p>Participation levels have increased (See above) Parents</p>	<p>Gold award was presented at the Sportshall Athletics competition in November 2023. Great publicity for the school.</p> <p>The 10 minute run was started during the athletics season. During 2023/24 the 10 minute run will be run for all students each week.</p>

<p>each form for sports captains to publicise. These are publicised on social media and the school website, with the link sent out to parents.</p>	<p>like and make comments on social media, improving communication between school and parents. Good number of parents watched sports day at the end of the year.</p>	
<p>Regular twitter and FB posts highlight sporting effort and success. Quarterly write-ups in the Biddulph Times to promote good news stories and the school.</p>		
<p>PE champions are given out half termly for performance in PE Lessons.</p>	<p>Students made positive comments and enjoyed seeing their name on the board. Students asked about those chosen.</p>	<p>2023/24 use of H,H,H HPs and Champions. Champions will be given a link to the PE assessment, i.e. head, heart or hands.</p>
<p>Use the school council to help run intra-schools events, organise school teams and promote the PE enrichment timetable.</p>	<p>Sports leaders officiated ks2 intra-house competitions and promoted the extra-curricular timetable.</p>	<p>Encourage involvement in helping to coach at k2 clubs 23/24.</p>
<p>PE teachers use the upgraded criteria to make the assessment more accurate and fairer to those who have strength in sports leadership/coaching/ knowledge of the activity etc.</p>	<p>Students grades have improved due to taking on board the heart and head within assessments.</p>	<p>The PE assessment H, H & H needs to be developed next year with regards to the consistency of use during lessons so that students clearly understand how they are assessed.</p>
<p>Invite targeted students who are gifted and talented to James Bateman to improve transition to our middle school. Event led by our own G&T PE students.</p>	<p>All schools invited attended the event again this year and commented on how much their children enjoy the event. A couple of schools asked if they could bring additional students. Increase in confidence with James Bateman students leading the event.</p>	
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>		
<p>Increase confidence of teachers to teach specialist gymnastics to higher ability.</p>	<p>Both CMOs and AWAs confidence has increased for the delivery of gymnastics. Both used larger equipment effectively following the CPD with gymnastics specialist.</p>	
<p>PE leader and other staff leading PE to attend appropriately</p>	<p>CMO & AWA attended CPD and knowledge has</p>	

<p>chosen CPD. Basketball, rugby.</p> <p>Regular monitoring of non-specialist staff lessons, pupil voice, regular conversations and support given.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Engagement of children through varying games/activities taking place at break and lunchtime.</p> <p>Swimming festival and Water Sports Visit to Astbury.</p> <p>Forest Schools continued to support targeted student's mental health, social skills and to support academic development.</p> <p>Develop Curriculum Provision for handball to improve transition to high school, increase inter-school competitions opportunities, to develop invasion games involving hand-eye co-ordination.</p> <p>Develop Orienteering within the curriculum to help pupils compete at a level equal to local schools at the POTOC school's championships. To improve literacy within PE. (Cross-curricular)</p> <p>Development of gymnastics within the curriculum</p>	<p>increased of the updated rules and updated ways of teaching the sport.</p> <p>Very positive PE deep dive by Ofsted with positive pupil and staff voice.</p> <p>Students were trained up and activities were lead at lunchtime.</p> <p>Very successful. Students loved the swimming festival and it was a great atmosphere. A handful of students were still very nervous and chose to watch the festival from seats rather than take part.</p> <p>Despite poor weather, all students enjoyed the visit to Astbury and a large number of student's confidence in the water increased. A number of students were scared to take part at first and then joined in and overcame fears.</p> <p>Students have engaged in various activities, climbed trees, built shelters and cooked their own snacks over our fire. 15 students attend each session.</p> <p>Handball is on the curriculum for all year groups and enabled students to transfer their hand-eye coordination skills and invasion games tactics.</p> <p>The school now has two permanent courses which are used by all year groups to develop numerous skills including map reading, teamwork, cooperation and communication. It has cross-curricular links with numeracy, literacy and geography.</p> <p>Gymnastics is studied on the curriculum by both boys and girls in each year group. Large equipment is used</p>	<p>2023/24 introduce different activities such as long rope and French skipping to sports leaders lessons increase participation numbers.</p> <p>Questionnaires will be completed before and after both educational visits to have data to demonstrate the impact of both events.</p> <p>Videos and photos from 2022/23 will be used to publicise and encourage all students during 2023/24 when both events run again.</p> <p>Forest school is very successful, increasing student's teamwork, resilience and problem-solving skills.</p> <p>48 students attended the annual POTOC competition at Hanley Forest park.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p> <p>Local specialist coaches employed to encourage students to attend local sports clubs and ensure pupils are able to take part in competitive sport.</p> <p>To offer inter-school competition opportunities: increasing numbers of pupils joining external clubs including Rugby, Football, Cricket, Netball, tennis, Dance and Gymnastics.</p>	<p>more effectively and students enjoy this. The ks2 gymnastics club was well attended.</p> <p>Clubs are well attended with many having two teams represent James Bateman at Staffordshire Moorlands competitions. All competitions are reported on the school newsletter and the school competes in football (boys&girls), netball, basketball, dance, orienteering, rounders, cricket, rugby, athletics, futsal, cross-country, sportshall athletics. The PE Department has been awarded the Gold School Games Mark as a result.</p>	
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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>Increase confidence of non-specialist teachers when teaching PE. Team teaching for example core skills, tennis, athletics.</p> <p>Tennis coach used for CPD in the summer from Congleton tennis club.</p> <p>Monitoring and support for non-specialists using regular monitoring of non-specialist staff lessons, pupil voice, regular conversations and support given.</p> <p>Ensure all KS2 pupils have at least 2hrs of curriculum PE per week providing a broad and balanced PE curriculum based on pupil enjoyment, developing key skills & increasing fitness.</p> <p>Run playground leaders at lunchtimes with KS3 Sports Leaders.</p>	<p>Three non-specialists. Improve teacher knowledge of organization and teaching points. Increase students' knowledge and progress.</p> <p>Non-specialist All students in Year 5&6</p> <p>Non-specialist teachers</p> <p>Two specialist PE teachers, three non-specialists. Whole school students Equipment check</p> <p>Lunchtime supervisors KS3 Students (Sports leaders) pupils – as they will take part</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2 -The engagement of all pupils in regular physical activity – 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> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement Key indicator 2 -The engagement of all</p>	<p>Non-specialist are monitored and given CPD by specialist teachers. Involvement of non-specialist in the enrichment programme, sports day etc.</p> <p>Lunchtime clubs and after school.</p> <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p>	<p>£1380</p>

Run the 10-minute run for all students at the beginning of each lesson autumn 1, then 1 lesson per week from then on for autumn and spring term.	PE teachers Whole school students	pupils in regular physical activity Key indicator 2 -The engagement of all pupils in regular physical activity	Built into curriculum in chosen activities.	
Use the school council to help run intra-schools events, organise school teams and promote the PE enrichment timetable.	PE and other subject teachers, form tutors, sports captains, students who participate, KS3 sports leaders who officiate.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		£150
Comprehensive enrichment programme providing a range of activities for each year group and genders.	Staff running the clubs Students taking part, those targeted. Pupils are tracked with regard to uptake of clubs & sports, progress in lessons.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Imbedded in staffing roles.	
Swimming Year 5 access to a local swimming pool.	Hire of Knypersley First school swimming pool TAs attending with classes. Swimming teacher. Whole school year 5.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		£1681
Run a swimming festival at Biddulph Leisure Centre to increase water confidence	Life guards at BLC, Staff attending and running festival. Whole year group year 6.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		£250
Outdoor education centre visit organised and available to all pupils in order to provide a broader enhanced curriculum experience. Watersports	Staff attending visit, whole school year 6 attending.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All year 6 students will complete a questionnaire prior and post taking part in the festival, to determine how their water confidence has improved.	£2000

<p>Whole school inter-house competitions, fun sports day, competitive sports day.</p>	<p>Whole school staff and whole school students. Parents spectating.</p>	<p>Key indicator 5: Increased participation in competitive sport. Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>Gain teacher feedback and increase involvement in planning of teacher roles on day.</p>	<p>£300</p>
<p>Forest Schools continued to support targeted students mental health, social skills and to support academic development.</p>	<p>Staff running activities. Students who take part.</p>	<p>Key indicator 3: The profile of PE and sport is 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.</p>	<p>Timetabled within the curriculum. Whole school staff on board and see benefits for students.</p>	
<p>Development of athletics delivery & facilities within the curriculum. Competing in Staff Moorlands Sportshall athletics competition. School athletics club. Competing in Staff Moorlands athletics competitions for all age groups. Aim to have students attending high competition to City or county.</p>	<p>Increase teacher confidence/ subject knowledge in teaching athletics. Year 5&6 students for sportshall athletics competition. Whole school students.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.</p>	<p>Management investment for competing at all levels.</p>	<p>£1834</p>
<p>Local specialist coaches employed to encourage students to attend local sports clubs and ensure pupils are able to take part in competitive sport. (Tennis & Rugby)</p>	<p>Students taking part in lessons, teaching staff CPD</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.</p>		<p>£300</p>
		<p>Key indicator 5: Increased participation</p>		

<p>To offer inter-school competition opportunities: increasing numbers of pupils joining external clubs including Rugby, Football, Cricket, Netball, tennis, Dance and Gymnastics.</p>	<p>Staff taking students to events (supervision & officiating) All students taking part (See excel spreadsheet) Parents spectating.</p>	<p>in competitive sport.</p>	<p>£6865</p>
<p>Development of football for girls. Coaching, improve facilities, health & safety of activity.</p>	<p>Staff leading clubs. Links with Chatterley Vics FC. Students taking part.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. 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>£542</p>
<p>Visit to watch Stoke/Port Vale Football</p>	<p>Use of links with Chatterley Vics. Staff attending visit.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>£790</p>
<p>Sports convention to publicise local sports clubs.</p>	<p>Coaches from local clubs, staff, parents & students attending.</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>£200</p>
<p>Use of social media to publicise and celebrate PE department teams & events.</p>	<p>Staff, students, parents and wider community</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p>	<p>£400</p>
<p>Outside speaker linked to Sport England/YST to speak to students to target low self-esteem and resilience.</p>	<p>Staff and students involved.</p>	<p>Key indicator 3: The profile of PE and sport is 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.</p>	<p>£100 photocopying £275 coaches</p>

<p>Year 3, Change4life festival for year 1, Celebrate success, build confidence and promote a positive image amongst stakeholders and the wider community. To strengthen PE staff teaching relationships with students from our feeder schools to improve transition.</p>				
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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
We have organised a swimming festival and water sports visit to increase year 6 confidence and competence in the water.	Students completed a questionnaire before the events and after completion. There is a clear improvement in water confidence.	A high number of our students do not swim with parents/carers, and do not experience activities which require water confidence/competence. These events have been a great success and students feel more confident in water with regards to water safety.
The profile of PE has been raised further through increased use of social media and reporting of achievements in the local community newsletter.	Increased profile with feeder first schools, within the community, school parents, staff and governors. Positive comments on social media from parents and carers. Increase in parents spectating at sporting events.	We wish to build on this in 2024/25 using the same methods.
The house system has been developed through PE, using sports captains to organize teams.		
Use of 10-minute run at the start of PE lessons during the autumn and spring terms.	Clear progression in cardio-vascular fitness of students. Results sheets completed so students could track progression. Linked to GCSE content to explain long term affects of exercise on the heart and lungs. Increase in resilience amongst students in focus to improve amount of laps completed.	This will continue into the next academic year.
Development of the athletics both inside and outside the curriculum.	Increase in student and staff knowledge. Great results at district level, school finishing 3 rd overall. First year entering the senior athletics where our year 8's competed against year 9 students at high school. Finished 5 th overall	This success will encourage students in younger years so that we can build on students and staff success.

	with a number of students finishing in 2 nd and 3 rd place within their discipline. 15 year 7&8 students qualified to compete at the Staffordshire athletics championships at Tamworth. Greater success I all areas overall.	
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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?	73 %	Students have made good progress, but we still had students who were still building water confidence and require more practice.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79 %	

<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>Great progress demonstrated, planning in place to build on this.</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</p>	<p>We have organized a swimming festival and water sports visit to increase year 6 confidence and competence in the water. Students completed a questionnaire before the events and after completion. There is a clear improvement in water confidence.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>Specialist swimming teacher sed to teach students.</p>

Signed off by:

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