



# 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
Targeted children are showing a greater enthusiasm regarding PE and are participating more in lessons and at lunchtimes.	Greater enthusiasm shown by majority of pupils and more participation in lesson and at lunchtimes.	Through pupil voice and teacher comments.
Experienced practitioners have led a new dance project and after school dance club resulting in a performance. This has given the opportunities for children of all ages to come together to create something special.	12 Year 5 children took part in a 'Renewable fashion' dance project as part of an after-school club. This was an 8-week course resulting in a performance for the whole school and parents. This club provided additional weekly physical exercise as well as support and development of self- esteem.	This was a cross curricular project that was ran by dancing professionals as well as experts in fast fashion. A number of SEN and pupil premium children took part in this club.
PE lead works closely with playground leader to timetable a variety of events for lunchtimes. Differentiated activities for different abilities and different age groups.	Led by JB, children from each class had to present why they should be chosen to be a playground leader, their peers voted. This resulted to a more structured playtime and less behavioral issues giving children leadership roles and responsibility.	These children wore lanyards and were presented with this responsibility in assemblies. They are keen to take on this role again next year.

NUFC provided PE lessons and afterschool football club, including Family Learning. The impact of this brought families in our school community together. Children attended a presentation day at St James' Park. They also provide Gymnastics for children throughout the school lead by an experienced practitioner	Due to unforeseen circumstances with the NUFC coach there was inconsistency with staff leading to inconsistency in delivery of lessons. Therefore, the children didn't receive progressive sequence of lessons. There was a poor uptake in family learning and therefore NUFC delivered extra PSHE lessons about discrimination and racism. Gymnastics took place and staff and children developed skills and understanding in the lessons taught. These lessons were continued with the class teacher leading therefore these provided good CPD for staff. During the half term the gymnastics coach was available to support staff with their own gymnastic delivery.	PE lead met with NUFC lead to discuss the inconsistency and therefore agreed to receive a senior coach to ensure good development and progression in PE throughout the school.
Promoting football throughout the school especially for girls with football club for all children in Years 1-6.	Key Stage 1 and 2 were both offered a football club and boys and girls took part in this, this was divided up through the different terms. Through the promotion and success of woman's football more girls attended these clubs than before.	Need to ensure we provide statistics of who is attending the clubs.
Continuing to use a clear and efficient assessment system, which offers progression between year groups.	Children at the start of each unit are assessed and then reassessed at the end of the unit. This is recorded on a document- and then used at the end of the academic year to report to parents. Teachers have a good understanding of the levels of children in each area of the PE curriculum.	Staff to identify gifted and talented children in sport and children whose motor skills have not progressed to speak to SEN. PE lead to develop a progression of skills for each area of the PE curriculum.
Effective and broad curriculum with a number of sports being taught throughout the school.	NUFC have now broadened their delivery of different sports taught therefore children had more opportunities to experience a variety of sports. Due to this Access Coaching has been added as another extracurricular club, therefore	Continue with Access Coaching and look at developing more sport orientated clubs. We will continue with team challenge days and also book a Year 5 and Year 6 residential trip.

	<p>more children had the opportunity to take part in more physical activity. Key Stage 2 took part in Team Challenge days which gave the children opportunities to develop resilience, team building, confidence and problem solving. Staff completed a CPD session from NUFC which developed their skills in problem solving and team games.</p>	
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## Key priorities and Planning

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

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.				
Academic Year: 23/23	Total fund allocated: £18,386	Date updated	Percentage of total allocation:	
Intent– what are you planning to do	Implementation	Impact	sustainability and suggested next steps	Cost linked to the action
<b>To provide staff with relevant training to increase expertise and confidence.</b>	<p>All staff to attend 2 sessions of CPD training in gymnastics where they observed a PE specialist teaching their class.</p> <p>PE survey to all staff to identify needs of the staff.</p> <p>PE Lead to work with PE specialists within the trust throughout the year to improve her confidence and understanding of leading PE.</p>	<p>100% staff to feedback that gymnastics CPD was useful and have used many of the ideas in their own lessons.</p> <p>100% staff to feel more confident in the teaching of gymnastics.</p> <p>Increased confidence in PE lead</p>	<p>Successful internal deep dive in PE where all staff including subject lead could articulate impact of CPD.</p> <p>PE lead will work with staff in new year groups to check for any areas to develop.</p>	<p><b>£360 NUFC Gymnastics</b></p> <p><b>Free CPD from trust.</b></p>
<b>To deliver two hours of high- quality PE per week within the curriculum timetable.</b>	PE Lead to liaise thoroughly with NUFC to evaluate current provision against National Curriculum to create a purpose fit long term curriculum plan where NUFC and the class teacher deliver two hours of PE per week.	Increased confidence of all staff across all PE units		<b>£6500 NUFC - PE Delivery</b>
<b>Continue to develop our relationship with NUFC and use their expertise to support staff in delivery of the PE curriculum</b>	Teachers given opportunity to observe good practice in challenge, invasion games, net and wall, striking and fielding and athletics and fitness through NUFC.	Increased confidence of all staff.		

## Key indicator 2 -The engagement of all pupils in regular physical activity

Academic Year: 23/23	Total fund allocated:	Date updated	Percentage of total allocation:	
Intent– what are you planning to do	Implementation	Impact	sustainability and suggested next steps	Cost linked to the action
To engage and encourage more children to take part in positive, active playtimes/lunch times.	<p>Playleaders to ask children which equipment they would like</p> <p>A range of equipment to be bought to be used during breaks and lunch times to aid games and play – sustainability of equipment to be factored in</p> <p>Training of play leaders (Key Stage 2) (JB)</p> <p>Promote 60 second challenges (JB and play leaders)</p> <p>Use of the Adventure playground – challenge games.</p> <p>Storage of equipment – To be reviewed with JB and play leaders.</p> <p>Use of Go Noodle – just dance and music played through speaker to encourage free dance.</p> <p>Increase active lessons e.g. Math's, Geography - utilise Forest school</p> <p>After school and breakfast club – timetable of physical activity</p>	<p>Physical activity during breaks is engaging and promotes a healthy and positive experience</p> <p>Behaviour is improved – more activities – less issues.</p> <p>Play leaders given responsibility and leadership skills - equipped with knowledge and skills to run sports activities.</p> <p>All children have access to games /activities in a safe environment.</p> <p>Positive impact on children's mental health and being more physically active.</p> <p>Increased focus and attention in all lessons across the day.</p> <p>Children will the importance of the daily mile and keeping active, they will have a clear route to follow and will be able to accurately record their</p>	<p>Continue to adapt and improve playtime through regular meetings with children.</p> <p>Look at OPAL in next academic year to further enhance our outdoor provision and ensure all children are given the opportunity to be active during breaks and lunch times. Develop own version of opal that is cost effective through asking for donations.</p> <p>Role of lunch time supervisors to be considered next academic year.</p>	<p><b>£176</b></p> <p><b>PE and playground equipment.</b></p>



	Daily mile tracks set on field to allow classes to structure their daily mile during lunchtimes.	personal challenge.		
<b>Key Indicator 3-The profile of PE and sport is raised across the school as a tool for whole-school improvement</b>				
<b>Academic Year: 23/23</b>	<b>Total fund allocated:</b>	<b>Date updated</b>	<b>Percentage of total allocation:</b>	
<b>Intent– what are you planning to do</b>	<b>Implementation</b>	<b>Impact</b>	<b>sustainability and suggested next steps</b>	<b>Cost linked to the action</b>
Provide high quality PE teaching for all children and CPD for all staff.	<p>NUFC employed to work 1 full day a week to support staff with CPD training.</p> <p>Staff to receive high quality gymnastics CPD from NUFC specialist.</p> <p>PE scheme used across school and implemented.</p> <p>Twinkl PE supports staff with planning, assessing, challenging pupils and reduces workload.</p> <p>Monitoring in swimming lessons for assessment purposes and identify children who cannot swim. Furthermore, offer additional swimming sessions to identified children.</p> <p>PE board to be used to celebrate achievements and show a wide range of activities and to be updated regularly.</p> <p>Children in Y5 and Y6 participate bike ability training.</p> <p>Scooter training for Y3.</p>	<p>To use pupil voice as evidence to show a greater understanding of what they have learned and how to apply it.</p> <p>The use of Twinkl PE has increased creativity in lessons and has shown greater progress of children’s knowledge and skills.</p> <p>The scheme supports non-specialists and teachers new to the school.</p> <p>PE curriculum is embedded across school and children speak highly about it.</p> <p>Improved fitness and stamina.</p> <p>Assessment shows high percentage of children achieving expected or above in</p>	<p>Ensure all teachers have a good understanding of PE for their year group.</p> <p>To deliver a PE staff meeting to ensure progression across year groups in place and staff have a good understanding of how PE is taught and assessed.</p> <p>Upskill teachers by using different sporting bodies to deliver curriculum.</p> <p>Ask for good condition bikes as donations and establish a link with cycle hub to recondition bikes donated to school.</p>	<p><b>NUFC cost</b></p> <p><b>Twinkl subscription (already paid from other subjects)</b></p>



	Balance bike training for EYFS.  Pedestrian training for Year 2.	PE. SEND and PP children achieving higher in PE when compared to English and math's.  Majority of children able to ride a bike confidently after training.		
To deliver two hours of high-quality PE per week within the curriculum timetable	Each class have a set two hours of PE per week which is monitored by PE lead.  All children are able to meet the minimum swimming requirements of the National Curriculum.	To develop balance and coordination on a scooter and bikes and to be aware of road safety.  Learn to ride a bike without the need of stabilizers.		

#### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Academic Year: 23/23	Total fund allocated:	Date updated	Percentage of total allocation:	
Intent– what are you planning to do	Implementation	Impact	sustainability and suggested next steps	Cost linked to the action
Survey to find out what children would like for after school sports. To then provide a range of school clubs to engage children in a variety of sports	After school clubs – Autumn, Spring, Summer <b>Autumn</b> Football (Key Stage 2 NUFC) Multi-sport (Autumn 1- Key Stage 1) Fencing and Archery (Access Coaching) Autumn 2- Key Stage 1) <b>Spring</b> Multi Skills (Key Stage 1 NUFC) Rugby minis (Reception/1/2) Access Coaching (Key Stage 2 – Boxing Spring 1)	Children will experience different sports and have an opportunity to attend clubs and find something they enjoy.	Continue to offer a range of sport across all age groups.  Continue to promote local clubs and offer taster sessions to encourage children to participate in sport in and out of school	<b>NUFC cost</b>  <b>Taster day (Free)</b>

	<p>Spring 2 (Archery and Fencing Key Stage 2)</p> <p>EB – Dance Club</p> <p>NS– Team Football (mixed)</p> <p><b>Summer</b></p> <p>NUFC – Summer 1 (Key Stage 1)</p> <p>Summer 2 (Key Stage 2)</p> <p>Access Coaching Summer 1 (Key Stage 2)</p> <p>Access Coaching Summer 2 (Key Stage 1)</p> <p>FC -Running Club</p>		<p>– liaise with local clubs throughout the year.</p> <p>To reestablish the Forest school</p>	
<p>To promote outside clubs and to provide children with taster experiences.</p>	<p>Promote local clubs and offer taster sessions throughout the year eg, Cricket, Taekwondo, Rugby.</p> <p>Use Facebook as a promotion to encourage children to join clubs after school.</p>	<p>Children will experience non-typical sports and be offered the opportunity to attend clubs.</p>	<p>Expose the children to a wide range of sports that will allow them the chance to find something that they enjoy and engage with, while developing pathways to clubs.</p>	
<p>All children have access to outdoor adventurous activities.</p> <p>All children in Y5 and Y6 to have access to outdoor adventurous activities during residential.</p>	<p>All Year 5 children visited Ford Castle for 2 nights in Spring term where they experienced a variety of activities such as: high ropes, orienteering, sports Olympics, climbing, den building, problem solving, zip wire and night walking.</p> <p>Year 6 to visit Lockerbie Manor for 2 nights in summer term for residential where they will experience a range of activities such as archery, canoeing, orienteering, abseiling, crate climbing, high ropes, low ropes and bush craft.</p> <p>Funding for pupil premium children to attend the residential will be made available if required.</p>	<p>All children have the opportunity to take part to develop their social and emotional mental health, stamina, resilience, PE skills, fitness and teamwork through OAA.</p>	<p>To explore different residential sites offering 4 nights for a reasonable price</p>	<p><b>Pupil Premium paying £750</b></p> <p><b>£555 adventure day</b></p>

	Adventure days to be organised for the summer term for Lower Key Stage 2.			
<b>Key indicator 5: Increased participation in competitive sport.</b>				
<b>Academic Year: 23/23</b>	<b>Total fund allocated:</b>	<b>Date updated</b>	<b>Percentage of total allocation:</b>	
<b>Intent– what are you planning to do</b>	<b>Implementation</b>	<b>Impact</b>	<b>sustainability and suggested next steps</b>	<b>Cost linked to the action</b>
Children to understand what competition means, including winning and losing and have an increased number of chances to take part in healthy competition both within and outside of school.	<p>Provide all children with the opportunity to participate in competitive sport throughout the year.</p> <p>Keep up to date with sporting competition calendar by attending PE network meetings.</p> <p>Organise events and friendlies with local schools.</p> <p>Transport to venues – for extra curriculum events – Y4 skipping festival.</p> <p>Sports kits and equipment to allow children to participate in competitive sport.</p> <p>To promote St Catherine’s School on Facebook and through newsletters and on website when they have took part in a competitive event.</p>	<p>Children are supportive, fostering a sense of competition also good sportsmanship.</p> <p>Increased performance by competing through intra and inter sports competitions.</p> <p>Opportunity to represent the school.</p> <p>Children to become more used to attending matches and to develop their sportsmanship behaviour.</p> <p>Specific children to be identified to have particular strengths and identified for sports star awards.</p>	<p>Increase the number of sporting events including competition.</p> <p>Establish club links.</p> <p>Ensure the events are inclusive allowing for competition and fun events.</p> <p>Continue to plan more activities that appeal to children especially those who are interested in different sports such as kick boxing.</p> <p>Survey of children to identify the activities they would be interested in.</p>	<p><b>Athlete visit free</b></p> <p><b>Costs for transport for venues. TBC</b></p>
Competitive sports on sports day	<p>Celebrate children’s achievements.</p> <p>Children to compete in mixed classes to compete in a variety of sporting activities during sports day.</p>			

		Increased performance by competing through intra sports competitions.		
To use Health Week as an extra opportunity for school to promote healthy living and lifestyle choices.	<p>To use Ten Ten resources to promote this week in school.</p> <p>Use Facebook as a platform to promote Health week for families.</p>			
To promote diversity and make children more aware of our local sporting superstars.	Visit from Olympic Athlete.			



## 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?	71%	<i>A lot of children that we take swimming are not exposed to a swimming pool or lessons outside of school time. Therefore, this percentage is good for this cohort of children.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	71%	
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?	Yes/ <b>No</b>	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ <b>No</b>	
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Signed off by:

Head Teacher:	<i>L. Hoey</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Barnes</i>
Governor:	<i>Bernie Tabone</i>
Date:	15/11/23