



# 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
Development of healthy active lifestyles through expansion of delivery of ready set ride (balance bikes).	78 pupils completing ready, set ride balance and progressing onto ready set ride pedal.	Pupils will continue to access resources during break and lunchtimes supported by a sports coach as they continue their development progressing onto Bike ability.
Active lunchtimes A key focus was to increase physical activity, uptake of all pupils in school, ensuring that pupils were reaching their daily targets.	97 pupils taking part in personal challenges and 30 pupils taking part in competitive sports.	Sports coaches delivered a variety of sporting competitions and fixtures, engaging pupils in competitive sporting opportunities. The playground was zoned into different sections, with new playground markings where pupils could move freely, choosing which activities to participate in.
Extracurricular sports clubs To offer a broad and enriching sporting experience to all pupils.	175 pupils accessed sports clubs as part of our extracurricular provision, in total 445 free places were offered out in extracurricular sports clubs with 96% of places allocated.	Sports coaches delivered a variety of extracurricular sports clubs, linked to our curriculum offer and ensuring that greater depth of knowledge and skills were required by all pupils, regardless of age, gender, and ability.

<p>Awarded Gold school games award.</p> <p>Increase participation in competitive sport.</p>	<p>Continued partnership with school, going organizer and local sporting partnerships partnership.</p> <p>41 pupils were given opportunities to represent the school in competitive level two competitions.</p>	<p>A focus was given to increasing participation in targeted sport.</p> <p>Gymnastics, cricket, football and dodgeball, due to pupil voice feedback.</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><i>To ensure all children are participating in <b>two hours a week of high-quality PE</b> by focusing on teacher training:</i></p> <ul style="list-style-type: none"> <li>• <i>Quality of teaching and learning in Physical Education will be developed through bespoke staff CPD for all class teachers. Support for PE leader included.</i></li> <li>• <i>Book in CPD for teachers based on confidence surveys and observations.</i></li> <li>• <i>Create CPD timetable for in house CPD delivered by PE leader based on confidence surveys and observations.</i></li> <li>• <i>Primary PE network support specialism course/YST subject Leader Modules to be booked for PE subject leader.</i></li> <li>• <i>Ensure annual membership is paid to ensure teachers can access HQ planning and supporting resources.</i></li> <li>• <i>PE resources updated to enable HQ teaching to take place.</i></li> </ul>	<p><i>All class teachers as we build confidence and competence.</i></p> <p><i>Every pupil as they access two hours of HQPE every week.</i></p>	<p><b>Key Indicator 1</b> By upskilling staff, we can ensure that all pupils' will receive 2 hours of high quality physical education every week.</p> <p><b>Key Indicator 1 and 3</b> 100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p><b>Key Indicator 2</b> Pupils will be inspired through PE to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p>	<p>Staff Confidence in June 2024 shows that 86% of teachers feel confident in teaching all areas of PE.</p> <p>Pupil voice data in September 2023 shows that 87% of pupils feel that they enjoy PE. 88% feel that they are making good progress.</p> <p>Pupil attainment data in July 2024 showed that % of pupils are achieving Age Related expectations (AEG).</p> <ul style="list-style-type: none"> <li>• EYFS - 90%</li> <li>• Year 1- 91%</li> <li>• Year 2- 96%</li> <li>• Year 3- 91%</li> <li>• Year 4- 93%</li> <li>• Year 5- 94%</li> <li>• Year 6- 95%</li> </ul> <p>Sustainability: Staff will all be confident and competent. Continued CPD can come from sharing good practice in school and using Complete PE.</p>	<p>£500 bespoke teacher CPD</p> <p>£500 additional courses</p> <p>£1100 KESSP Bronze membership</p> <p>£352 PE Scheme of work</p> <p><b>Total = £2452</b></p>

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><b>To ensure that all pupils will be active on average 60 minutes a day.</b></p> <ul style="list-style-type: none"> <li>• Increase the number and range of activities and clubs on offer (Pupil Led Games, dodgeball, Volleyball, Cricket).</li> <li>• Implementation of new extra-curricular timetable.</li> <li>• Develop provision for physical activity at lunchtime by; Increasing the amount of playground resources to provide playground activity facilitated by lunchtime supervisors and year 6 playleaders.</li> <li>• Year 6 sports leaders and lunchtime supervisors trained in Playground Games.</li> <li>• Equipment and resources to be bought for facilitation of activity with playleaders and independent active play.</li> <li>• Develop provision for schools ball activity by increasing the amount of extra curricular clubs available.</li> <li>• Use leadership ideas from Get Set 4 PE.</li> </ul>	<p><i>Every pupil as they access further opportunities throughout the week to get active.</i></p>	<p><b>Key Indicator 2</b> Pupils will have more opportunities to be active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p> <p><b>Key Indicator 3</b> Improved behavior at lunchtimes therefore supporting whole school improvement.</p> <p><b>Key Indicator 4</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Through the addition of new clubs, in July 2024, 295 free to access places were offered to pupils across school. 162 pupils accessed clubs throughout the year.</p> <p>23% of children will be choosing to be physically active across a typical week at lunchtime utilizing personal challenges on the back of new equipment and the playleaders active play activities. In addition, 17% of the school were actively engaged in level 1 competitions throughout lunchtimes.</p> <p>Sustainability: Now they are trained, MDS to continue to provide the training to the next cohort of year 6 playleaders to allow for suitability. Continue to provide high quality extra-curricular clubs that are externally funded and therefore do not require any funding or teacher led and so free to attend.</p>	<p>£450 new equipment for extra-curricular clubs.</p> <p>£6,720 Specialist sports coaches.</p> <p>£550 new equipment for lunchtimes.</p> <p><b>Total = £7,720</b></p>





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>Raise the profile of PE and sport across the school, to support whole school improvement by:</p> <ul style="list-style-type: none"> <li>• Celebrate and assess the whole child through Physical Education ensuring strong personal development.</li> <li>• Continue celebrations by introducing PE and School sport to Celebration to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.</li> <li>• Promote physical activity outside of school and celebrate.</li> <li>• <i>Celebrate sporting achievements through school Games Mark Ward. To work in collaboration with King Edwards School sport partnership.</i></li> </ul>	<p><i>All staff members including lunchtime staff.</i></p> <p><i>Every pupil.</i></p>	<p><b>Key Indicator 1 and 3</b></p> <p>By celebrating all thing PE, PA and SS, we are encouraging more pupils to enjoy movement and physical activity.</p> <p>100% of pupils will be developed in their physical, cognitive, social and emotional learning, therefore improving attainment data in PE and across the school.</p> <p><b>Key Indicator 3</b></p> <p>By improving attendance, we are targeting a whole school priority.</p> <p><b>Key Indicator 2</b></p> <p>Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day.</p>	<p>See PE attainment data (whole child) in Key Indicator 1.</p> <p>The notice boards/newsletter are full of information about matches/clubs/results and pupils are keen to get involved.</p> <p>83% of pupils feel proud of their work in PE.</p> <p>80% of pupils would choose to come to PE even if they didn't need to.</p> <p>By working in collaboration with KESSP. We were able to be awarded the silver School Games Mark award for 23,24.</p> <p>Sustainability: Continuing to report and celebrate pupil success in assembly has no long term cost and is part of the whole school drive to ensure PE and School Sport are central to the lives of all pupils.</p>	<p>£340 Resources</p> <p>£600 PE lead release</p> <p>Total = <b>£940</b></p>



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>Offer a broader and more equal experience of a range of sports and physical activities to all pupils by:</p> <ul style="list-style-type: none"> <li>Continuing to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved: <i>Extra-curricular – Dodgeball, Cricket, Fundamentals, Football, Multi Skills, fitness. Additional workshops on offer – curriculum time to engage all pupils – Swimming and Cricket.</i></li> <li>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</li> </ul>	<p><i>Every pupil as they access further opportunities throughout the week to get active.</i></p>	<p><b>Key Indicator 4</b> Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p> <p><b>Key Indicator 2</b> Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>Cricket experience for all pupils across KS2. We predict that 100% of pupils will enjoy the experience and this will increase the number of pupils seeking active lifestyles outside of school. See date again on 60 mins a day.</p> <p>Swimming workshop June 2024. We predict that 100% of pupils will enjoy the day and this will increase the number of pupils active at lunch.</p> <p>Sustainability: Continue to liaise with families and pupils to ascertain the clubs and activities that are pupils want to be attending. Continue to provide high quality extra-curricular clubs that are externally funded and therefore do not require any funding or teacher led and so free to attend.</p>	<p>Cricket days £500</p> <p>Swimming workshop £500</p> <p>Total = <b>£1000</b></p>

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><b>Increase the number of pupils participating in an increased range of competitive opportunities.</b></p> <ul style="list-style-type: none"> <li>• Intra: Continue to drive effective house system for engaging in competition in lesson time. This means there can be an in-class competition for all classes at the end of the unit. (Focus on personal development (key life skills) through competition, bespoke to pupils needs.)</li> <li>• Inter: Organise Inter competitions for both KS1 and KS2.</li> <li>• Team fixtures/friendly competitions and School Games competitions.</li> </ul>	<p><i>All pupils have access to competitions.</i></p>	<p><b>Key Indicator 5</b> Increase participation in competitive sport.</p> <p><b>Key Indicator 2</b> Pupils will be inspired to be more active, therefore supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p>	<p>2023/24, 100% of children in KS2 competed in 3 Intra level 1 competitions. (Sports day, Football and Volleyball).</p> <p>100% of KS1 competed in 1 Intra level 1 competition, (Sports day). Competitions to have a focus on success via demonstration of specific school values.</p> <p>2023/24, 20% of KS2 pupils took part in an Inter competition (level 2). 15 competitive opportunities were provided to pupils to participate in inter-school competition.</p> <ul style="list-style-type: none"> <li>• Sustainability: Competition will be imbedded as a normal element of learning through continued access to house competitions in class/lesson time at the end of units. Get Set 4 PE supports this set up and guides teachers.</li> </ul>	<p>£8,400 Specialist sports coach.</p> <p>£250 Competition entries.</p> <p>£178 Sports day resources.</p> <p>£500 Transportation</p> <p><b>Total = £9,338</b></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
<p>To ensure all children are participating in two hours a week of high-quality PE by focusing on teacher training.</p> <p>To ensure that all pupils will be active on average 60 minutes a day, 7 days a week.</p> <p>Increase the number and range of activities and clubs on offer.</p> <p>Raise the profile of PE and sport across the school, to support whole school improvement by focusing on celebrating PE, PA and SS, as well as challenging attendance.</p> <p>Ensure All pupils' will be exposed to new areas of activity</p> <p>Increase the number of pupils participating in an increased range of competitive opportunities.</p>	<p>Staff confidence data rose to 83% of staff feel confident in teaching all areas of the curriculum.</p> <p>Pupil voice data rose even further to 87% of pupils feeling that PE is enjoyable. 92% of pupils feel safe when taking part in PE.</p> <p>Pupil attainment data continued to rise to EYFS - 90%, Year 1- 91%, Year 2- 96%, Year 3- 91%, Year 4- 93%, Year 5- 94%, Year 6- 95%</p> <p>295 free to access places offered to after-school sports clubs.</p> <p>30% of all pupils are accessing after-school sports clubs.</p> <p>Opportunities for 100% of pupils to achieve an average of 60 minutes a day.</p> <p>Pupils have been celebrated in our assemblies and awards.</p> <p>20% of KS2 have taken part in 15 Inter school competitions.</p>	<p>For 2024/25, some of our focuses will be:</p> <p>Continue to offer staff CPD so that 100% of staff feel confident to enjoy delivering high quality Physical Education. Review PE curriculum program of work. This will also ensure a continued increase in pupil attainment and enjoyment of PE.</p> <p>Continue to develop our swimming and water safety program, providing as many pupils, the opportunity to achieve N/C outcomes for swimming and water safety.</p> <p>Provide even more opportunities for pupils to get active in school to ensure as many pupils as possible can achieve 60 minutes a day.</p> <p>Continue to develop our competition provision.</p> <p>Continue to support whole school improvement through PE, PA and SS.</p>

# 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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres ?</p>	<p>1%</p>	<p>At Birchfield School, we take great pride in our commitment to providing a comprehensive Physical Education (PE) curriculum. As part of this commitment, our students have been actively participating in swimming lessons during KS2. While we acknowledge the challenges faced by our current cohort, we remain dedicated to ensuring their success in the water.</p> <p><b>Key Points:</b></p> <ol style="list-style-type: none"> <li>1. <b>Initial Challenge:</b> Our Year 6 students encountered difficulties in achieving swimming competence, confidence, and proficiency. Only 1% of them demonstrated the ability to swim 25 meters.</li> <li>2. <b>Contributing Factors:</b> Many pupils had never been exposed to swimming prior to joining our school. This lack of prior experience impacted their progress in acquiring essential water skills.</li> <li>3. <b>Financial Constraints:</b> The inflated cost of transportation limited regular access to swimming facilities for some students. Families faced financial constraints, affecting overall participation and proficiency.</li> <li>4. <b>Local Pool Availability:</b> The limited availability of pool space at local leisure centres further exacerbated the situation, resulting in reduced opportunities for</li> </ol>



		<p>consistent and comprehensive swimming instruction.</p> <p><b>Our Positive Approach:</b></p> <ul style="list-style-type: none"><li>• <b>Intensive Swimming Model:</b> To address these challenges, we implemented an intensive swimming program aimed at enhancing water safety and building confidence among our students.</li><li>• <b>Continuous Efforts:</b> While the initial results show that only 1% have reached the specified proficiency level, we remain committed to continuous improvement. We recognize the importance of making our swimming program more accessible and inclusive for all students.</li><li>• <b>Innovation and Strategies:</b> Moving forward, we are actively exploring innovative solutions and strategies to overcome obstacles, including hosting a <a href="#"><u>temporary swimming pool on school site for 7 weeks</u></a>.</li></ul> <p>Our goal is to ensure that a higher percentage of our Year 6 cohort can swim competently, confidently, and proficiently over the prescribed distance.</p> <p>We firmly believe that with perseverance and adaptability, our students will thrive in the water, equipping them with essential life skills for the future.</p>
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<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>1%</p>	<p><b>Embracing Challenges:</b> <i>Our students in KS2 are embarking on a journey to master swimming strokes, and we're excited about the progress they'll make considering the obstacles listed above.</i></p> <p><b>Focused Efforts:</b> <i>Despite initial obstacles, we're committed to enhancing our swimming program, providing targeted support using our intensive teaching model, and exploring innovative teaching methods using the Swim England School Charter resources.</i></p> <p><b>Safety and Confidence:</b> <i>Our goal is to equip our students with comprehensive swimming skills, fostering water safety awareness and boosting their confidence in the water. We're proud to share that we continue to utilize the Swim England School Charter resource and collaborate with local partners in our efforts to achieve this. This valuable resource and calibration focus on safety, skill development, and confidence-building in the water. By embracing this approach, we're ensuring we're fostering essential skills, building confidence, and prioritizing safety in the water.</i></p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p>Our current Year 6 cohort's proficiency in <b>safe self-rescue</b> across various water-based scenarios varies based on the levels defined by <b>Swim England School Charter resources</b>. We diligently assess pupil progress against this scheme of work. This ongoing assessment ensures that our students continue to progress and develop their water safety skills and self-rescue abilities. By closely monitoring their progress, we can tailor our teaching methods and interventions to meet individual needs and foster a strong foundation in aquatic safety.</p> <p><b>1. Level 1 (71%): A majority of students have mastered the basic skills necessary for safe self-rescue in simple water scenarios,</b></p>
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		<p>demonstrating a foundational understanding of water safety principles.</p> <p>2. Level 2 (22%): A significant portion of students can perform safe self-rescue in more complex water situations, reflecting increased competency and confidence.</p> <p>3. Level 3 (6%): A smaller percentage of students have achieved an advanced level of self-rescue proficiency, indicating a higher skill level in handling challenging water-based scenarios.</p> <p>4. Level 4 (1%): A small but noteworthy percentage of students have reached a high level of self-rescue competency, showcasing exceptional skills required for personal safety in diverse water-based situations. <a href="#">This is akin to the Swim England School Swimming and Water Safety Award 4, which involves jumping into the water, performing a sequence of changing shapes while floating, and swimming distances with feet off the pool floor<sup>1</sup>.</a></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>No</p>	<p>While our school’s swimming data may currently fall below national expectations, we’ve taken a <b>strategic approach</b> to address this challenge. Instead of utilizing the Primary PE and Sport Premium for additional top-up sessions, we’ve <b>significantly increased our financial commitment</b> to the swimming program. Our dedication to improving the overall aquatic experience for our students includes <b>doubling participation access in KS2</b>, enhancing safety skills, and accessing the <a href="#">Swim England’s Commonwealth Games Legacy project</a>. This fund has enabled as to provide access to <b>free swimming lesson vouchers</b> at local leisure centers to continue to</p>

		<p>develop their swimming proficiency, we're ensuring that our students in KS2 have ample opportunities to enhance their water safety skills and build confidence in aquatic environments. Our commitment remains unwavering as we strive for continuous improvement and valuable opportunities for all our pupils.</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</p>	<p>Our school is dedicated to enhancing the knowledge and confidence of our staff in teaching swimming and water safety. To achieve this, 2 support staff members have successfully completed the <a href="#">Swim England Assistant and Teacher of School Swimming Award</a>. This professional development initiative underscores our commitment to equipping our educators with the essential skills and expertise necessary for effective swimming lessons.</p>



Signed off by:

Head Teacher:	Zoe Thewlis
Subject Leader or the individual responsible for the Primary PE and sport premium:	Nzinga Fox
Governor:	Mrs Umme-Kulsoom Saiyed (Chair of the Local Academy Committee)
Date:	15 <sup>th</sup> July 2024