



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 that spending must meet all the key priorities; you should select the ones 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 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 spending.

Activity/Action	Impact	Comments
<p>Key indicator 1: 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>Healthy breakfast available for all pupils daily.</p>	<p>Understanding about a healthy diet and links to overall health and performance. Pupil voice indicates that all pupils enjoy having some breakfast with their friends.</p>	<p>Continue to provide a healthy breakfast for all supporting the increasing 'cost of living crisis's</p>
<p>Booking an extra swimming booster block to drive up figures of pupils meeting National Curriculum outcomes</p>	<p>The percentage of pupils meeting NC outcomes were significantly below national average. After the booster block, these figures rose to above national averages.</p>	<p>Promote out of school swimming to parents and signpost to swimming centres, where they can participate in lessons or swimming for leisure</p>
<p>Replenish equipment – playtime, EYFS outdoors, SEND physical opportunities.</p>	<p>Pupil voice is collected to replace worn and broken equipment after general usage and wear and tear to promote physical activity across all pupil groups in the academy.</p>	<p>Pupil interests are promoted to raise the participation in physical activity during unstructured times. For specific pupil groups, physical development is prioritized and tailored to specific needs.</p>

<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Broaden personal development and physical activity through a range of cultural workshops and experiences.</p> <p>Sports Leadership Affiliation</p> <p>CPDL for SMSAs and teachers</p>	<p>Pupil voice – talk actively about their mental health and what they have enjoyed from learning about other cultures. Increased participation and motivation to try new activities.</p> <p>Year 6 pupils develop self-confidence and communication skills through the leadership and development of playtime and lunchtime activities.</p> <p>Raised the quality of PE provision provided during lessons and unstructured times. Raised the participation and motivation of pupils.</p>	<p>Continue to provide these opportunities with a further range of workshops to continue to broaden children’s knowledge.</p> <p>Continue the cycle with current Year 6s for active roles and responsibilities within the academy.</p> <p>Continuous CPDL to enhance the provision of physical activity further and respond to the staff's needs.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Provide opportunities beyond the PE curriculum for pupils to take part in favoured and new sports as part of academy’s extra-curricular offer – RUCST partnership, after school clubs, cross curricular orienteering.</p>	<p>Over-subscribed after-school clubs on each day of the week with waiting lists. Specific pupils' groups are invited and accessing these opportunities to develop social skills.</p>	<p>Continue to use pupil voice to provide opportunities around pupil interests and motivate to participate and attend.</p>

<p>Key indicator 5: Increased participation in competitive sport Provide transport for sporting fixtures Trust wide and within the locality.</p>	<p>Aughton pupils are taking part in competitive events at all levels of participation, competition through ACET Tournaments and School Games.</p>	<p>Ensure each class attends one sporting fixture throughout the academic year in 23-24.</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
Provide breakfast for all pupils to maintain energy levels until lunchtime.	Ensure all pupils have access to a healthy breakfast to boost physical activity during the day.	Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Pupils develop the knowledge about eating a healthy diet and energy required to be active. Continue to contribute to the national incentive with the 'Cost of Living Crisis'.	£800
Additional Swimming 800sessions and Swim Charter pack	Pupils in Y5 who have not yet met the national standard for swimming during the statutory lessons. Continue to develop the confidence and ability of able swimmers.	Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Enable the non-swimmers and those less confident at the beginning to practice and swim 25 metres while increasing ability to be safe in and around water.	£2030
Replenish play equipment through pupils voice and interests for an active breaktimes and lunchtimes.	All pupils across school.	Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Allows pupils to be active during break time and lunchtime with a variety of physical opportunities based on pupil interests gathered through pupil voice with a variety of equipment.	£500
Develop the EYFS outdoor provision for physical gross motor development	Pupils in EYFS and SEND pupils	Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Enhancements to the EYFS outdoor provision to ensure pupils physical gross motor skills and developed alongside all the areas of EYFS provision.	£1000

SEND provision development to support pupils who have a physical SEND need	SEND pupils	Indicator 1: The engagement of <u>all</u> pupils in regular physical activity	Enhances the physical development of pupils with a specific physical SEND need, gross and fine motor.	£800
Cross-curricular physical workshops -Gong Bath -Yoga -First Aid -African Drumming -Dance workshops – Diwali Dance and Chinese Dragon Dancing	All pupils across school	Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Using a cross-curricular approach to broaden pupils' cultural capital in a physical way to enhance the Aughton Aspirations and Active Learning.	£2200
Replenish or purchase PE Specific Equipment	All pupils across school	Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Pupils continue to improve their specific PE skills which is evidenced through monitoring and pupil voice.	£2000
CPDL for SMSAs leading lunchtime activities.	All pupils across school	Indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	CPDL to have a direct impact on the quality of active opportunities available during lunchtimes for additional active opportunities throughout the school day.	£1120
CPDL for PE	Staff to access specific PE CPDL to enhance and develop knowledge of teaching PE. ROSI CPDL offer as part of subscription.	Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Impact the quality of PE being delivered and ability to meet the needs of all pupils during PE lessons. Pupils can use and consolidate these skills through active breaks and lunchtimes.	£500

Fund extra-curricular after-school clubs delivered by sports specialists.	Pupils in KS2 for RUCT Football and FS2/KS1 for cricket.	Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Delivered by RUCT and SJD for football and cricket. Male role models for pupils in an all-female staff team. The club is always over-subscribed.	£4210
RUCT Partnership for the year	Y5/6 Stadium Day Specific focus group for Friendship through football intervention Y4 Joy of Moving Y6 Sports Leaders session Whole school inflatable day Parent math workshop	Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils developed areas of the curriculum through a football foundation. Raising the profile of active learning and the importance of being active.	
Ground maintenance	All pupils across school	Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Ensure after-school clubs, playtimes and sports day can run effectively.	£2000
Transport to sporting events. - School Games - RUCT - Trust Events - residential	All pupils in school	Indicator 5: Increased participation in competitive sport	Pupils across school can attend sporting events to participate or compete with against other pupils from the locality.	£1500
Cross-curricular orienteering subscription	All pupils in school	Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils engage in active learning using a cross-curricular approach with the orienteering programme.	£500
				£19160

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>Indicator 1 Implementation of a break and lunchtime programme lead by mini leaders who have completed the Sports Leader programme.</p>	<p>Behaviour at unstructured times has improved with increased involvement of physical activities. Pupils have led their area to enhance the provision available for active opportunities for pupils throughout the school day.</p>	<p>Continue to use pupil voice when updating the activities available for pupils during unstructured times.</p>
<p>Indicator 2 Cross-curricular workshops.</p> <p>Purchase of PE specific equipment.</p>	<p>Pupils have developed their understanding of active learning across different cultures and areas of the curriculum/ Enhanced knowledge of a healthy mind and body.</p> <p>Pupils have exposure to and are taught non-traditional sports which are inclusive to meet the AJA pupils' needs. Pupils must develop specific skills and knowledge using sport-specific equipment correctly.</p>	<p>This forms part of the Aughton Aspirations which is the personal development offer at AJA.</p> <p>Pupils are taught a variety of sports during their PE lessons.</p>
<p>Indicator 3 CPDL for staff who will be teaching PE lessons from September 2023.</p>	<p>Increased staff knowledge of teaching sports identified on long-term plan with increased confidence and subject knowledge. Clear progression and</p>	

	confidence to challenge and meet the needs of all pupils in the class.	
<p>Indicator 4 Extra-curricular provision and partnership subscription led by RUCT.</p> <p>Extra-curricular partnership led by SJD Sports for cricket.</p>	<p>Oversubscribed after-school clubs, interventions through pupil interests for SEMH, math and reading. Visits to the Stadium for Maths and English days, half time cup at the local football ground. Parental involvement through parent maths workshop to enhance knowledge to support pupils at home. Increased active learning opportunities for the whole school and specific cohorts.</p> <p>Specialist coaches and male role models to deliver specific sports for pupils based on interests.</p>	<p>The partnership will be renewed for the following year as strong links have been created between the academy and RUCT.</p>
<p>Indicator 5 Providing transport to events involving other schools in the locality.</p>	<p>More than 10 sporting events have been attended in the locality with some requiring transport to and from, at both participation and competitive level.</p> <p>Y5/6 and Y3 have attended an event hosted by Rotherham School Games during this academic year for participation and compete for indoor athletics and dance movement festival.</p>	<p>Pupils have represented the academy at events in the locality and raise the profile of physical experiences in the academy.</p>

Cross-curricular orienteering	Enhance active learning across the curriculum.	To be launched in September 2024 to promote active learning and learning 'beyond the classroom'.
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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?	23/27 83%	<i>5 pupils were beginner swimmers with 3 pupils progressing to swim 25m. The 2 pupils were able, however, but did not feel confident to swim 25m. 12 pupils achieved their 100m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	24/27 88%	
What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	100% 27/27	
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/No	Pupils have accessed 12 additional sessions of top up sessions.

Have you provided CPD to improve the knowledge and confidence of staff to teach swimming and water safety?	Yes/No	The PE lead who was the lead teacher for swimming is a qualified swimming teacher, alongside the swimming teachers at the leisure centre. CPDL was delivered to the additional school member of staff to support the teaching of swimming during the session and support for pupils.
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Signed off by:

Head Teacher:	<i>Toni Tomlinson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Toni Tomlinson – Principal and PE Lead</i>
Governor:	<i>Luke Hague – Chair of Governors</i>
Date:	