



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

**2023/24**



Commissioned by



Department for Education

Created by

Additions by:  ALLISON CONSULTANCY



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><b>1. A Focus on Outdoor Opportunities</b></p> <ul style="list-style-type: none"> <li>We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning</li> <li>Internal member of staff has completed Forest Schools training and will introduce this element of provision across the academy, providing support and resources for Staff</li> </ul>	<p>Member of staff has received Forest school training which is now in place for all year groups to access. This has been very successful and one that pupils talk about. Skills developed in forest school are being seen transferred into the classroom already.</p> <p>Year 5s have had training to be sports leaders at lunchtime with the younger year groups. They will become sports leaders from September next year- Current year 4 (next year's year 5) will have the same training next year in order to pass on the skills. Equipment has been purchased to support this.</p>	<p>Forest school to further develop to include more children next year, expand this opportunity.</p>
<p><b>2. Continue to engage Key Sports to provide additional physical activities</b></p> <ul style="list-style-type: none"> <li>Engage coaches to further develop healthy, physical activity opportunities</li> <li>Provide additional lunchtime and after-school physical activity opportunities</li> <li>Lunch time clubs to have a focus on a particular sport and children to sign up</li> <li>To include a target club to focus on those children who are less engaged in school sport</li> </ul>	<p>Club registers will continued to be updated next year allowing all children to have access to a range of sports. Next steps- encourage more teachers to run more physical after school clubs.</p> <p>Bikeability has taken place this year- it will also take place again next year( earlier in the year). 24 children took part over year 3-6</p> <p>Lunchtime clubs has sporadic attendance – most children who want to do this club want to play football. Attracting children to this club when it is not football has not been as successful. Next year we will look to develop more forest school style activities in lunchtimes.</p>	
<p><b>3. Playleaders to support active playtimes</b></p>	<p>Pupil voice indicates children have a good understanding of the</p>	

<ul style="list-style-type: none"> <li>• 20 x Playleaders (Year 6's), who were trained last year to introduce programme this year at lunchtime with the younger year groups.</li> <li>• Current year 5's to have the same training in order to pass on the skills next year</li> <li>• Equipment has been purchased to support this programme.</li> </ul> <p><b>4. 30 Minutes a Day</b></p> <ul style="list-style-type: none"> <li>• Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target contained in the national School Sport Activity Action Plan</li> <li>• Target and support any children not achieving 30 Minutes</li> <li>• Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</li> <li>• Embed use of '5 a day' across the school</li> <li>• Promote the use of '5 a day' during wet play, PE warm ups</li> <li>• Look at Go Noodle, SuperMovers, Australian Relay for staff to use with the children and the Golden Mile</li> <li>• Look at Playleaders to provide structured physical activity opportunities at lunchtimes</li> <li>• PE Lead to provide CPD for staff on Active learning</li> <li>• Evidence for this being put into practise needs to be in floor books</li> </ul> <p><b>To further support 30 Minutes a Day:</b></p> <p><b>5. '5 a Day' Scheme</b></p> <ul style="list-style-type: none"> <li>• Provide '5 a day' scheme for KS1</li> <li>• Fitness and language learning resource for Primary Schools</li> <li>• Involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format.</li> </ul> <p><b>6. Targeting non-engagement</b></p> <ul style="list-style-type: none"> <li>• Identify and target less-active children and encourage them to become more active</li> <li>• Use Moki Bands in Years 5 and 6 to target non-engagement</li> <li>• Sports Coach and trainee apprentice coach to target non-engagement in lower year groups</li> </ul>	<p>benefits of sport and exercise and are enthusiastic when they talk about PE lessons. There are still a number of less active children in the school- provision needs to continue to encourage these children.</p> <p>30 minute a day needs continued support across the school including making lessons more active- possible CPD on this next year.</p> <p>All children participate in termly sports competitions and pupil voice shows children thoroughly enjoy these events- these need to continue next year.</p> <p>Interviews with pupils show increased enthusiasm in sport and Pe. Pupil voice can be used more next year to ask less active children which after school clubs/ lunch clubs they want to be part of.</p> <p>New equipment has been purchased- next steps create an audit system to keep track of equipment being used.</p> <p>Moki bands were not always in use due to the setting up and problems with the system. This needs to be resolved and reintroduced next year.</p>	
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<ul style="list-style-type: none"> <li>• Review participation registers to identify non-participants</li> <li>• Pupil voice to identify reasons for non-participation</li> <li>• Offer some extra opportunities (Coaches could provide some of these)</li> <li>• Include all children in termly class competition within PE (see indicator 5)</li> <li>• Club registers will continue to be updated allowing all children to have access to a range of sports</li> <li>• Encourage more teachers to run more physical activity after school clubs.</li> </ul> <p><b>7. Pupil and Staff Voice</b></p> <ul style="list-style-type: none"> <li>• Continue to capture pupil and staff voice to ensure the PE curriculum and school sport offered is tailored to the needs of the school.</li> <li>• Use Microsoft Forms</li> <li>• Interviews with pupils last year showed increased enthusiasm in sport and PE</li> <li>• Pupil voice can be used more this year to ask less active children which after school clubs/ lunch clubs they want to be part of</li> </ul> <p><b>8. Purchase additional equipment and resources to support Healthy Active Engagement Programmes</b></p> <ul style="list-style-type: none"> <li>• Purchase fitted Netball Posts</li> <li>• Create an audit system to keep track of equipment being used.</li> </ul> <p><b>9. Bikeability</b></p> <ul style="list-style-type: none"> <li>• Develop Bikeability programme for Years 3, 4, 5 and 6</li> </ul> <p><b>10. Continue to provide additional Top Up Swimming</b></p> <ul style="list-style-type: none"> <li>• In line with new national guidance, due to lack of access to swimming because of COVID, the focus is now on Self-Safe Rescue and Water-safety</li> <li>• Pupils who are identified as not achieving the NC requirements particularly in relation to safe-self rescue and personal survival are able to access top up sessions</li> <li>• Swimming to continue for years 2, 3, 4. Top up swim to continue</li> </ul>	<p>Basketball posts are in use every lunchtime and have increased the participation of sport during this time including childrens ability to collaborate and play as teams.</p> <p>Bikeability took place this year with a positive number of pupils. This has already been organised for year 3-6 next year.</p> <p>Swimming has been in place for Year 2,3 and 4 as part of the sports premium. This has been a real benefit as 90-95% of children in these year groups could not swim. Their confidence in swimming grew although water skills are still low and this will need to continue next</p>	
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<p>for Year 6 as data is below national average. Continue to track pilot year group.</p> <ul style="list-style-type: none"> <li>• Book Stanground Pool</li> </ul> <p><b>1. Strategic Approach with focus on well-being</b></p> <ul style="list-style-type: none"> <li>• Key focus this year will be how PE can support pupil well-being</li> <li>• PE Lead to link Actions contained in the Action Plan to the implementation and delivery of the new, whole-school Relationships and health education (RHE) Curriculum for primary aged pupils which becomes compulsory from September 2020, and which schools are expected to start teaching by at least the start of the summer term 2021.</li> <li>• Develop links with and support whole-school priorities e.g. healthy eating and children's understanding between engagement in healthy physical activity programmes and the importance of healthy eating</li> <li>• Ensure PE and Sport Premium Plans are embedded within and inform the Whole-School SIP</li> <li>• Link this years' actions and outcomes to whole-school priorities</li> </ul> <p><b>2. Develop the profile of PE through whole school displays which celebrate the curriculum, children's achievements and links to other curriculum areas</b></p> <ul style="list-style-type: none"> <li>• Display boards to promote the range of; sports taught in school, clubs on offer, Moki targets, competitions entered</li> <li>• Displays to showcase links with other areas of the curriculum</li> <li>• Celebrations shared in the school's newsletter, on the website and social media</li> <li>• Celebration assemblies – celebrate termly competition results linked to PE Curriculum</li> </ul> <p><b>3. '5 a Day' Scheme</b></p> <ul style="list-style-type: none"> <li>• PE leader to continue to develop the '5 a day' scheme which involves a range of short activities lasting 5 minutes which improve health and fitness in a dance style format.</li> </ul> <p><b>4. 30 Minutes a Day</b></p>	<p>year.</p> <p>Pupil voice shows children are not confident with the links between sport and well being- this will need to be a focus for next year- PE lead to work with RHE lead to support with this.</p> <p>Competition and teams celebrated in assembly and on social media. Development of a netball team and football teams that played in the leagues in Peterborough.</p>	
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<ul style="list-style-type: none"> <li>• Specific planning and guidance to develop our academy 30 minutes offer to all children – link to learning in other subjects (As in Section 1 above)</li> </ul> <p><b>5. Extend the competition opportunities for all children so more children engaged in and experience competition against self and others</b></p> <p>(See Section 5 below for further actions, evidence and impact / outcomes statements but includes the development of a range of personal and social skills)</p> <p><b>6. PHSE</b></p> <ul style="list-style-type: none"> <li>• Continue to develop the link between PE and well-being</li> <li>• PSHE link with PE to develop understanding of a healthy lifestyle</li> <li>• PSHE and SEND lead will now be part of a curriculum team alongside PE lead. Work collaboratively to achieve holistic goals.</li> <li>• PSHE jigsaw, which we use in school, has many links with the mental and physical health benefits of sports and competitions. Scheme of work is implemented across the school and will continue to be implemented in 2022/2023 academic year.</li> </ul> <p><b>7. Active Maths – Playground Markings</b></p> <ul style="list-style-type: none"> <li>• Continue to use the playground markings that have a focus on supporting the development of maths skills and understanding as well as being active</li> <li>• Staff have had CPD on outdoor learning- evidence of using these needs to be on teacher's floor book.</li> </ul> <p><b>Staff CPD Programme</b></p> <p><b>1. Identify and plan to meet staff CPD needs</b></p>	<p>Playgrounds marking have been added and staff have had CPD on outdoor learning- evidence of using these needs to be on teachers floor book</p> <p>PE lead has worked closely with staff over the course of the year, supporting them with lessons, planning and delivery.</p>	
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<ul style="list-style-type: none"> <li>• Use Staff 'CPD' Voice to re-audit and identify staff CPD needs</li> <li>• Use Microsoft Forms</li> <li>• Discussions with staff about specific support they want from the Sports Coach and PE Lead</li> <li>• Key focus on any new staff</li> <li>• PE Learning Walks to help identify needs</li> <li>• PE Lead to arrange support and purchase resources to meet needs</li> <li>• Staff to complete audit to identify further CPD needs</li> <li>• Based on outcomes of audit / learning walks, provide targeted support to meet identified need</li> <li>• Ensure future actions support Physical Activity requirements / recommendations from the Department for Education Guidance</li> <li>• Ensure that CPD that has taken place last year is cascaded to any new staff</li> <li>• Continue to use PE Passport to support with planning - Staff voice says PE passport provides clear lesson plans and has supported with their teaching</li> <li>• This needs to continue this year in order to allow for progression between year groups.</li> </ul> <p><b>2. GAT Membership Support Package</b></p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p><b>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</b></p> <p><b>3 x Central GAT PE Co-ordinator Network Development Days</b></p> <p>Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19.</p> <p>Support to include:</p> <ul style="list-style-type: none"> <li>• Review of website and updating of PE &amp; Sport Premium information required to meet Conditions of the Grant funding</li> <li>• Sharing of best practice to support pupil well-being</li> <li>• PE and Sport Premium preparation for inspection: RAG</li> </ul>	<p>PE passport planning has been used over the course of the year. Staff voice says PE passport provides clear lesson plans and has supported with their teaching. This needs to continue next year in order to allow for progression between year groups.</p> <p>Key sports have provided CPD for staff across the year- Staff's confidence in teaching PE has increased as a result of this.</p> <p>PE lead has attended all GAT sessions- this will continue next year</p>	
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<p>Review and identification of key actions</p> <ul style="list-style-type: none"> <li>• GAT QA Day – purpose and preparation</li> <li>• Ofsted and DfE requirements in relation to PE and School Sport Premium</li> <li>• Review and update of PE &amp; Sport Premium and PE Curriculum Sections of the website</li> <li>• Website compliancy review</li> <li>• Ofsted Evidence data pack</li> <li>• Data collection Resources for PE &amp; Sport Premium</li> <li>• Review and development of PE Curriculum Map</li> <li>• PE Curriculum Journey Intent Statement</li> <li>• Linking PE Curriculum Intent Statement to whole-school curriculum intent</li> <li>• Quality Assurance of planning &amp; delivery for PE</li> <li>• Safe-guarding</li> <li>• Health and Safety Updates</li> <li>• Sharing of best practice</li> <li>• PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff</li> <li>• Access to Sport Plan (12000 lesson plans)</li> </ul> <p><b>2 x In-school days of support as part of GAT Membership + additional days of support from Allison Consultancy</b></p> <p><b>1 x Day (18/10/22) Strategic support for PE Lead</b></p> <p><b>Support to include:</b></p> <ul style="list-style-type: none"> <li>• PE &amp; Sport Premium – Developing 2022/23 Action Plan</li> <li>• Remote write up</li> <li>• Follow-up from GAT Day – focus on new resources to support GAT PE QA Day</li> </ul> <p><b>1 x Day (7/2/23) GAT PE QA Day</b></p> <ul style="list-style-type: none"> <li>• This day is an integral part of on-going GAT Challenge and Support to raise standards and consistency for PE provision across all GAT Primary Academies</li> </ul>		
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<p><b>3. Academy Staff CPD Audit</b></p> <ul style="list-style-type: none"> <li>PE Co-ordinator to use resources from Allison Consultancy to complete new audit of Staff PESSPA CPD needs</li> <li>Staff re-visit their CPD audit</li> <li>Use Microsoft Forms</li> </ul> <p><b>4. PE Lead working with staff - Assessment</b></p> <ul style="list-style-type: none"> <li>PE Lead to review use of assessment in PE</li> <li>Use quick / easy system – Use system from Allison Consultancy</li> <li>PE lead to ensure assessment continues and to monitor assessments.</li> <li>Staff to assess each term-PE coordinator to use assessments to inform whole school judgments in PE and to show progress.</li> <li>Staff to use this assessment to inform areas of need in</li> </ul> <p><b>5. Key Sports Coaches</b></p> <ul style="list-style-type: none"> <li>Academy to ensure that any external staff are fully up to date with and following all national, Trust and local guidance and requirements in relation to COVID19 – PESSPA Safe-Practice</li> <li>Key sports will provide CPD for staff 3 times per week- a rota is in place so staff across the whole school access this CPD during the year.</li> <li>2 x Hours 3 x per week</li> <li>All teaching staff to receive coaching support every other half term. Staff to use these sessions to develop subject knowledge and confidence in delivery of PE.</li> <li>Staff to continue to focus on sustained vigorous activity as part of physical education. Utilize MOT training and incorporate 5 A Day TV as part of this.</li> </ul> <p><b>6. PE Passport</b></p> <ul style="list-style-type: none"> <li>Continue to us PE Passport scheme to support staff with planning, delivery and assessment of high quality PE lessons</li> </ul>	<p>Formal PE assessment has been introduced using the GAT assessment - next steps is to use this assessment to inform planning.</p> <p>See Above</p>	
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<ul style="list-style-type: none"> <li>• Within the PE Passport schools have access to a full curriculum of engaging, interactive P.E lessons for each year group with each lesson containing clear, progressive learning objectives; differentiated activities and videos to support the narrative.</li> </ul> <p><b>8. Monitor the Impact of CPD</b></p> <ul style="list-style-type: none"> <li>• PE Lead to undertake PE Learning walks</li> <li>• Use resource from Allison Consultancy to evidence impact / identify areas for further development</li> </ul> <p><b>7. Sustainability</b></p> <ul style="list-style-type: none"> <li>• Ensure that as many staff across the school are engaged in all CPD so that skills, knowledge, understanding and resources remain in the school even if some staff leave</li> </ul> <p><b>1. Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Focus on non-participation</li> <li>• Sports Leads in each class to help collect pupil voice data</li> <li>• Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation</li> <li>• Target children not engaging</li> <li>• PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them</li> </ul> <p><b>2. Extend the range of sporting activities across the school to engage children</b></p> <ul style="list-style-type: none"> <li>• Continue with Key Sports lunch-time and after-school programme</li> <li>• Monitoring of practice by PE Lead - Learning Walks</li> <li>• Plan and deliver another successful school sports week with a focused theme tailored to the needs of the school.</li> <li>• Lunch time sports club, with a focus sport, to be offered on a daily basis to both KS1 and KS2.</li> <li>• Purchase active lunchtimes equipment</li> <li>• Dance Waves club to continue. To develop opportunities for pupils to perform to an audience on a termly basis to increase confidence and purpose.</li> </ul>	<p>Pupil voice focused on level of participation and enjoyment. Pupil voice next year needs to focus more on activities and less active children.</p> <p>Lunchtime and after school clubs have been very successful this year. We want to continue them next year- careful planning and consideration will need to occur as this is a large percentage of the budget.</p> <p>OAA day was incredibly successful- all children, including non-active children, took part and enjoyed the day.</p>	
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<p><b>. 30 Minutes a Day (See Section 1 above)</b></p> <ul style="list-style-type: none"> <li>Identify opportunities and resources to support classroom based healthy, physical activity, active learning opportunities that help to meet the 30 Minutes a Day requirements for every class</li> </ul> <p><b>6. Non Engagement</b></p> <ul style="list-style-type: none"> <li>Target children not engaging</li> <li>Complete pupil voice to identify interests and barriers to participation</li> </ul> <p><b>1. Participate in an increased range of competitive opportunities</b></p> <ul style="list-style-type: none"> <li>Enter an increased number of GAT and local Competitions</li> <li>Pay for transport to support children in being able to attend</li> <li>Enter SEND competition events (part of School Games opportunities)</li> <li>Continue to enter competitions across a wide range of sports for a wide range of year groups</li> <li>Children will continue to engage in both inter and intra schools competitions this year</li> <li>Enter 3 leagues against local schools in order to increase the number of opportunities children have to take part in competitive sport.</li> </ul> <p><b>2. Inclusive competitive PE Curriculum Sports Competition Programme</b></p> <ul style="list-style-type: none"> <li>Pupil voice has identified that our children enjoy taking part in their termly competitions and participation in after school clubs has increased</li> <li>This will therefore continue this year</li> <li>Give all children more opportunities over the school year to experience competitive opportunities</li> <li>PE Lead to review curricular programme and identify competitive opportunities</li> <li>Extend competitive opportunities from within the PE Curriculum itself so competitive opportunities more inclusive are increased and available to all</li> <li>Ensure that all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year</li> <li>Competitions must involve ALL children</li> </ul>	<p>Children will continue to engage in both inter and intra schools competitions next year- we have entered 3 leagues against local schools in order to increase the number of opportunities children have to take part in competitive sport.</p> <p>Continue to enter competitions across a wide range of sports for a wide range of year groups e.g SEN events, leagues,</p> <p>Staff voice states staff feel more confident with the delivery of PE since purchasing the new scheme- this will therefore continue next year</p> <p>Pupil voice shows that children enjoy taking part in their termly competitions and participation in after school clubs has increased. This will therefore continue next year.</p>	
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<ul style="list-style-type: none"> <li>• Develop new templates for scoring etc</li> <li>• Include inter-class competitions (involve A, B and C teams so all children have opportunities that challenge them at their level)</li> <li>• Curriculum map allows for ample opportunities to participate in a wide variety of activities including a large number of team activities.</li> </ul> <p><b>3. Pupil Premium</b></p> <ul style="list-style-type: none"> <li>• Ensure that all Pupil Premium children have supported access to all competitive opportunities</li> </ul>		
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**Academic Year: 2023/24**

**Date Updated: 31/07/24**

**Budget Summary for 2023/24**

**Underspend (Figure carried forward) - £0**  
**2023/24 Premium - £19,560**

**Total Funding Available - £19,560**

**Key Indicators**

**Schools should prioritise PE and sport premium spending to improve in the following 5 key areas\***

- 1. increasing all staff's confidence, knowledge and skills in teaching PE and sport**
- 2. increasing engagement of all pupils in regular physical activity and sport**
- 3. raising the profile of PE and sport across the school, to support whole school improvement**
- 4. offer a broader and more equal experience of a range of sports and physical activities to all pupils**
- 5. increase participation in competitive sport**

\* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).



## 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?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action

<p><b>A Focus on Outdoor Opportunities</b></p> <ul style="list-style-type: none"> <li>We will identify programmes/ CPD and resources to support active learning across whole school with a particular focus on outdoor learning</li> <li>Internal member of staff has completed Forest Schools training and will introduce this element of provision across the academy, providing support and resources for Staff</li> </ul>	All pupils	2,4	<p><b>Impact / Outcome for staff:</b></p> <p><b>Impact / outcome for children:</b></p> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Evidence from teachers shows impact of outdoor activity on pupils learning in the classroom.</li> </ul>	
<p><b>Improve activity at lunchtimes through the implementation of the OPAL approach</b></p> <ul style="list-style-type: none"> <li>18 month CPD and support package</li> <li>Improve activities for all children to access across the playgrounds at lunchtimes.</li> <li>Provide CPD for staff to support the children participating in these activities</li> </ul>	Pupils and staff	2,4	<ul style="list-style-type: none"> <li>Pupils voice to show engagement in Forest School</li> <li>OPAL programme in place.</li> <li>Pupil, staff and parent survey to show increased activity and participation at lunchtimes</li> </ul>	£5,499
<p><b>Providing high quality PE lessons Implement PE Passport</b></p> <ul style="list-style-type: none"> <li>Continue to us PE Passport scheme to support staff with planning, delivery and assessment of high quality PE lessons</li> <li>Within the PE Passport schools have access to a full curriculum of engaging, interactive P.E lessons for each year group with each lesson containing clear, progressive learning objectives; differentiated activities and videos to support the narrative.</li> </ul>	Pupil & Staff	1, 3	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Staff Voice / Discussions with staff</li> <li>Learning walk information</li> <li>Updates from PE Lead</li> <li>PE Passport being used</li> </ul>	£599
<p><b>Monitor the Impact of CPD including PE Passport</b></p> <ul style="list-style-type: none"> <li>PE Lead to undertake PE Learning walks</li> <li>Staff voice to be used to ascertain staff skills level</li> <li>Pupil voice to be used to audit quality of education in PE.</li> <li>Evaluate PE assessment</li> <li>Use resource from Allison Consultancy to evidence impact / identify areas for further development</li> </ul>	Staff	1,2,3,	<p><b>Impact / Outcomes for staff:</b></p> <ul style="list-style-type: none"> <li>Identification of strengths and areas of staff need with regards to training</li> <li>More effective subject leadership</li> <li>Subsequent CPD bespoke to meet identified needs</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>Children engaged in more effective, enhanced provision from upskilled staff</li> <li>Increased PESSPA opportunities provided by staff</li> </ul>	£735 + £4,000
<p><b>Engage a sports coach to provide additional physical activities</b></p> <ul style="list-style-type: none"> <li>Engage sports coach to further develop healthy, physical activity opportunities</li> <li>Provide after-school physical activity opportunities</li> </ul>	Pupils	2,4,5		

<ul style="list-style-type: none"> <li>Evaluate participation of clubs to ensure everyone can access inc PP and SEND, ensuring offering for all groups is equitable eg not just football for girls.</li> </ul> <p>5. <b>30 Minutes a Day</b></p> <ul style="list-style-type: none"> <li>Identify strategies and programmes to develop 30 minutes a day across the school to help meet this target contained in the national School Sport Activity Action Plan</li> <li>Target and support any children not achieving 30 Minutes</li> <li>Identify opportunities and resources to support classroom based, healthy, physical, active learning opportunities to help meet 30 Minutes a Day requirements for every class</li> <li>Embed use of '5 a day' across the school</li> <li>Promote the use of '5 a day' during wet play, PE warm ups</li> <li>Look at Go Noodle, SuperMovers, Australian Relay for staff to use with the children</li> <li>Evidence for this being put into practise needs to be in floor books</li> <li></li> </ul> <p><b>To further support 30 Minutes a Day:</b></p> <p>6. <b>'5 a Day' Scheme</b></p> <ul style="list-style-type: none"> <li>Provide '5 a day' scheme for KS1</li> <li>Fitness and language learning resource for Primary Schools</li> <li>Involves a range of short activities lasting 5 minutes to improve health and fitness in a dance style format.</li> </ul> <p>7. <b>Targeting non-engagement</b></p>	Pupils	2	<ul style="list-style-type: none"> <li>All programmes in place and children engaged on a regular basis</li> <li>Sports coach employed</li> <li>Clubs Timetable updated</li> <li>Extended Extra-Curricular Sport and Physical Activity Programme</li> <li>Club registers</li> <li>Equipment has been purchased to support the running of lunchtime activity and afterschool clubs</li> </ul> <ul style="list-style-type: none"> <li>All staff have access to 5 a Day login.</li> <li>Teacher's floor books</li> </ul> <p><b>Impact / Outcomes for Children:</b></p> <ul style="list-style-type: none"> <li>After school clubs are available for every year group and change every term to allow a wide range of sports and children to attend.</li> <li>Increased awareness of the wide range of different types of healthy activity available</li> <li>Increased opportunities for healthy activity available, particularly outside and at lunchtimes</li> <li>Increased engagement in exercise and participating in activities they may not have access to otherwise</li> <li>Increased understanding of the benefits of exercise for health</li> <li>Improvement in sense of health and well-being</li> <li>Increased participation by children who normally don't engage with sporting / physical activity opportunities</li> <li>Increased number of children participating in school clubs</li> <li>Children are accessing structured, healthy physical activity at lunchtimes.</li> <li>Fitness levels for all, but with a particular focus on the less active children, will increase.</li> <li>The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times.</li> </ul>	
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<ul style="list-style-type: none"> <li>Identify and target less-active children and encourage them to become more active</li> <li>Sports Coach and trainee apprentice coach to target non-engagement in lower year groups</li> <li>Review participation registers to identify non-participants</li> <li>Pupil voice to identify reasons for non-participation</li> <li>Offer some extra opportunities (Coaches could provide some of these)</li> <li>Include all children in termly class competition within PE (see indicator 5)</li> <li>Club registers will continue to be updated allowing all children to have access to a range of sports</li> <li>Encourage more teachers to run more physical activity after school clubs.</li> </ul>			<ul style="list-style-type: none"> <li>Termly competitions which involve every single child across the school to increase engagement of all children in PE.</li> <li>This has encouraged participation of non-engaged children and has led to less children being disengaged in the subject.</li> </ul>	
<p>9. <b>Purchase additional equipment and resources to support Healthy Active Engagement Programmes</b></p> <ul style="list-style-type: none"> <li>Create an audit system to keep track of equipment being used.</li> </ul>	Pupils	4		£282
<p>10. <b>Bikeability</b></p> <ul style="list-style-type: none"> <li>Develop Bikeability programme for Years 3, 4, 5 and 6</li> <li>Participate in the Learn to ride programme for children from yeR 1-6 to teach them to ride a bike</li> </ul>	Pupils	4		
<p>11. <b>Continue to provide additional Top Up Swimming</b></p> <ul style="list-style-type: none"> <li>In line with new national guidance, due to lack of access to swimming because of COVID, the focus is now on Self-Safe Rescue and Water-safety</li> <li>Pupils who are identified as not achieving the NC requirements particularly in relation to safe-self rescue and personal survival are able to access top up sessions</li> <li>Swimming to continue for years 2, 3, Top up swim to continue for Year 4 &amp; 6 as data is below national average. Continue to track pilot year group.</li> </ul>	Pupils	2,4	<ul style="list-style-type: none"> <li>Swimming &amp; water-safety class data</li> <li>Increased number of children at Year 6 achieving the National Curriculum Swimming and Water-Safety Targets</li> </ul>	£2370 (transport (£3999))

<ul style="list-style-type: none"> <li>Book Stanground Pool</li> </ul> <p><b>GAT Membership Support Package</b></p> <p>Purchase membership of GAT PE and Sports Programme. Support to include:</p> <p><b>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</b></p> <p><b>3 x Central GAT PE Co-ordinator Network Development Days</b></p> <p>Networking opportunities and sharing of resources, has proved valuable, over the difficult time of Covid19.</p> <p>Support to include:</p> <ul style="list-style-type: none"> <li>Review of website and updating of PE &amp; Sport Premium information required to meet Conditions of the Grant funding</li> <li>Sharing of best practice to support pupil well-being</li> <li>PE and Sport Premium preparation for inspection: RAG Review and identification of key actions</li> <li>GAT QA Day – purpose and preparation</li> <li>Ofsted and DfE requirements in relation to PE and School Sport Premium</li> <li>Review and update of PE &amp; Sport Premium and PE Curriculum Sections of the website</li> <li>Website compliancy review</li> <li>Ofsted Evidence data pack</li> <li>Data collection Resources for PE &amp; Sport Premium</li> <li>Review and development of PE Curriculum Map</li> <li>PE Curriculum Journey Intent Statement</li> <li>Linking PE Curriculum Intent Statement to whole-school curriculum intent</li> <li>Quality Assurance of planning &amp; delivery for PE</li> <li>Safe-guarding</li> <li>Health and Safety Updates</li> <li>Sharing of best practice</li> <li>PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff</li> <li>Access to Sport Plan (12000 lesson plans)</li> </ul>	Staff	1	<p>PE lead has updates with regards to PE. PE Lead has external CPD which is disseminated to school staff – school staff feel more confident and use techniques.</p> <p>Karen Breen has worked alongside teachers in the Academy. Teachers have an increased level of confident and expertise in a select area of PE – gymnastic – focus on developing new staff inc ECT to develop sustainability.</p> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>Membership purchased</li> <li>Central Development Days attended</li> <li>In-school / remote training day from Allison Consultancy taken place</li> <li>Discussions with staff and children</li> <li>Costed, 2023/24 PE and Sport Premium Plan in place using new national template</li> <li>All DfE / Ofsted On-line reporting requirements for PE &amp; Sport Premium complete</li> <li>Templates on website and web-compliant</li> <li>PE Learning Walk sheets</li> <li>All training taken place</li> <li>GAT QA Day complete – summary of findings shared</li> <li>PE Curriculum Journey reviewed and developed</li> </ul> <p><b>Impact / Outcomes for staff:</b></p>	£2000
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<p><b>1 x In-school days of support as part of GAT Membership</b></p> <p><b>PE Lead working with staff - Assessment</b></p> <ul style="list-style-type: none"> <li>• PE Lead to review use of assessment in PE</li> <li>• Use quick / easy system – Use system from Allison Consultancy</li> <li>• PE lead to ensure assessment continues and to monitor assessments.</li> <li>• Staff to assess each term-PE coordinator to use assessments to inform whole school judgments in PE and to show progress.</li> <li>• Staff to use this assessment to inform areas of need in</li> </ul>	Staff, pupil	1,3	<ul style="list-style-type: none"> <li>• Enhanced subject leadership</li> <li>• Quality Assurance of PE Intent, Implementation and Impact with key strengths and priorities for development identified</li> <li>• PE Lead has greater understanding of, and is, better prepared for, a PE Deep Dive</li> <li>• PE sources and examples of evidence to use during a PE Deep Dive</li> <li>• Enhanced subject leadership</li> <li>• Clearer understanding of the updated National Outcome Indicators</li> <li>• A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children</li> <li>• Staff upskilled to deliver enhanced provision in PE lessons</li> <li>• Teachers using lesson plans – increased confidence, knowledge and understanding to deliver more effective PE lessons</li> <li>• Greater understanding of simple, practical activities to support the development of children's well-being</li> </ul> <p><b>Impact / Outcomes for children:</b></p> <ul style="list-style-type: none"> <li>• Effective use of the funding leading to enhanced PESSPA provision and opportunities for children</li> <li>• Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children</li> <li>• Children engaged in enhanced, more effective PE lessons</li> <li>• Enhanced quality of learning</li> <li>• Improved challenge and engagement across all pupils</li> <li>• Enhanced pupil progression</li> <li>• Development of self-esteem</li> <li>• Children are accessing structured, active games during lunchtimes</li> </ul>	
<p><b>Pupil Voice</b></p> <ul style="list-style-type: none"> <li>• Focus on non-participation</li> <li>• Sports Leads in each class to help collect pupil voice data</li> </ul>	Pupil	2		

<ul style="list-style-type: none"> <li>Identify from the children activities that they enjoy, any new activities they would like to take part in and barriers to their participation</li> <li>Target children not engaging             <ul style="list-style-type: none"> <li>PE Lead to access this data and staff can look to work with children not engaging to identify barriers and look at solutions to overcome them</li> </ul> </li> </ul>	<p>Pupils</p>	<p>5</p>	<p>Pupil voice has been carried out Pupil voice impacts what clubs are required Make amendments to support pupils who are not engaged to identify how to engage them.</p>	
<p><b>Participate in an increased range of competitive opportunities</b></p> <ul style="list-style-type: none"> <li>Enter an increased number of GAT and local Competitions / leagues</li> <li>Pay for transport to support children in being able to attend</li> <li>Enter SEND competition events (part of School Games opportunities)</li> <li>Continue to enter competitions across a wide range of sports for a wide range of year groups</li> <li>Children will continue to engage in both inter and intra schools competitions this year</li> <li>Enter 3 leagues against local schools in order to increase the number of opportunities children have to take part in competitive sport.</li> </ul>			<p>Netball and football leagues entered and participated in</p> <p>Some SEND children access the panathalons organised from the school games</p>	<p>£80 (transport and supply costs)</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
Pupil voice	<p>All children who were interviewed spoke positively about PE.</p> <p>In general children understood the skills related to each sport and could make connections between skills and sports.</p> <p>Children could explain the purpose of PE (3As) and could discuss their achievements in a lesson.</p>	<p>“PE is good fun. We throw balls and catch and play with beanbags.” (EYFS)</p> <p>“ I really like PE. We are always active and having fun.” (Yr1)</p> <p>“ We always run around in PE, I get very sweaty.” (Y2)</p> <p>“We run around, play games and share what we’re good at.” (Y3)</p> <p>“ We practice the skills then put it into games” Yr 4</p> <p>“When we do PE we think about the 3 As. We are active, we share our skills and we achieve our goals.” (year 5)</p> <p>“I really enjoy PE, we do lots of different sports in the year. I really enjoy working</p>

<p><b>increase participation in competitive sport</b></p> <p>Competitive sport – football, netball, athletics competitions</p>	<p>Welland Academy had a boys football team, girls football team and a netball team. They each took part in matches within the Peterborough north league. The netball team had two teams which rotated – the most number of children wanting to play in competitive sport over the last 3 years.</p> <p>Some SEND children took part in competitive sport as part of the panathalon. The pupil voice from this event showed a large development in communication skills and courage to take part in activities they hadn't done before eg archery.</p>	<p>with DSF (Key sports coach). I'm getting really good at football." (y6)</p>
<p><b>increasing all staff's confidence, knowledge and skills in teaching PE and sport – CPD through Karen Breen</b></p>	<p>ECT and some staff had CPD led sessions from Karen Breen – impact was improved confidence and ideas in teaching Gymnastics and ball skills and understanding of how to develop complexity.</p>	<p>Further CPD needed for all staff of gymnastics and dance next year.</p>

<p><b>increasing engagement of all pupils in regular physical activity and sport</b></p> <ul style="list-style-type: none"> <li>- <b>Swimming top up</b></li> <li>- <b>OPAI</b></li> </ul> <p>Key sports after school clubs and Dance club <b>offer a broader and more equal experience of a range of sports and physical activities to all pupils</b></p>	<p>All children in year 2 and 4 completed a term of swimming lessons to enable more children to learn to swim. Swimming data collected for these pupils.</p> <p>OPAL programme implemented across the school – this has seen significant impact in pupils being active during their hour lunchtime, engaging in many activities that are often self led inc scooting, team building activities, outdoor and advetourous.</p> <p>Everyone in the school from years R-6 have been offered an after school sports club every term.</p> <p>A wider variety of children have accessed the clubs</p> <p>All clubs are full and most have a waiting list.</p>	<p>A range of different clubs have been offered. The sports offered varies between year groups and changes each term.</p> <p>Summer term all clubs had between 15 and 20 children attending. Different children attended each term.</p>
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**Budget Summary as of 28/06/24**

**Total Funds (Including any underspend)**

- **£19560**

**Total Spend so Far - Identified in Plan ('Blue' figures)**

- **£19560**

**Left to Spend**

- **£0**

## 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?	16%	This percentage is for the Year 6 of 2023 2024. These children had school swimming lessons in Year 6 for 6 weeks. They missed out on the top up swimming we provide in Year 2 and 3 due to covid and then in Year 4 due to the swimming pool being shut. Most children in this cohort do not have swimming lessons outside of the school provided lessons.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	42%	<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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	55%	<i>Use this text box to give further context behind the percentage.</i>
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Swimming is taught by a trained swimming instructor and a teacher – they do provide swimming lesson outlines and plans for teachers to follow.

Signed off by:

Head Teacher:	<i>Joanna Anderson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Joanna Anderson</i>
Governor:	<i>(Name and Role)</i>
Date:	31/7/24