



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

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

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

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

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

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

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



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

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

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

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

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

Activity/Action	Impact	Comments
<p>Funding for all year groups to attend swimming sessions and hire of transport/ coaches.</p> <p>Delivered adventurous outdoor physical activities, via Forest School, embedding active outdoor physical activities into the school day, and supporting children's mental health and wellbeing. Children engaged in exploring, playing and problem solving within the forest school area, which encouraged learning using a range of</p>	<p>75% children met the statutory requirement.</p> <p>Following each group's five-month Forest School intervention programme, children learnt new skills learning within small groups with high adult ratios. An evaluative analysis has shown that children's self-esteem and self-image improved and this was reflected in where they saw themselves on the Resilience Ladder. The average score is now on</p>	<p>In addition to children in Year 5, children in KS3 who had not met the statutory requirements for swimming in KS2, attended swimming sessions as, due to Covid-19, with pool closures, they were unable to take part in swimming lessons when they were in KS2.</p> <p>Funding was used to supplement transport to the pool for all children, as well as additional costs for children who have not met the statutory requirements by the end of Year 6, including those who are vulnerable and/ or Pupil Premium.</p> <p>Using impact measures to evaluate Forest School, findings showed that because of this intervention, children perceived themselves as being able to try new challenges and tasks as well as not giving up at the first difficulty. They felt that they were more willing to try a different approach to help them rather than</p>

<p>activities (both designed by the leader and instigated by the children themselves). Simultaneously, it supported children to develop a sense of independence, high self-esteem, teamwork and resilience, participating in outdoor activities where health and safety considerations were always of paramount importance.</p>	<p>Step 4 evidencing that their resilience is now greater and in qualitative focus group discussions, children reported that they felt that their emotional health and wellbeing was better because of attending Forest School.</p>	<p>give up, developing a growth mindset. They talked about returning to a task following a break or practicing a skill again. They felt like they were in more control and so were more satisfied in their achievements. This has been reflected in the improvements that teachers have observed in lessons. Both the Involvement and Well-being Impact Measures evidenced improvements between baseline and post intervention. While the average scores remained within the middle range, a growing percentage of children were now within the upper ranges. Students' qualitative feedback evidences how the programme supported their mental well-being and they shared that the Forest School approach had greatly supported them.</p>
<p>Increased provision in the number of planned and delivered competitive and friendly inter-school fixtures for all age groups, across a range of sports, throughout the academic year.</p>	<p>These events have given the children in our small middle school the opportunity to play competitive sports against a larger number of other students than would otherwise be the case. Networks have been established adding to the sustainable nature of these events, and provided opportunities for all children to be involved in a range of events including competitive, team building and wellbeing opportunities. Over one third of children in school have represented the school in inter-school fixtures, competitions and events, throughout the academic year.</p>	<p>The number of children taking part in sports competitions, and representing our school, has increased by 60% compared with the previous year. Our children's confidence to take part in inter-school competitions and fixtures has increased exponentially and our school's profile in East Dorset, in sports, has continued to grow.</p>

Key priorities and Planning

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

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Increase the number of inter-school sporting events, building on the number hosted on the school's site in 24/25, with continued investment in facilities.</p>	<p>Children who are taking part in the sporting event and/ or activity.</p> <p>External partners – including local sports clubs.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Children are offered the opportunity to participate and compete in a wider-range of inter-school fixtures and events, including hardball cricket fixtures and touch rugby events. The facilities are maintained to an excellent standard, supporting prolonged use, with reinvestment in future years.</p>	<p>£3500 on transport cost and supporting coaches.</p> <p>£200 – referees</p> <p>£300 – hardball cricket kit.</p> <p>£200 – basketballs</p>
<p>Introduce a wider range of sports and activities for all children through (i) curriculum development and (ii) continued CPD</p>	<p>Support staff and teachers who will be initially observing, the joint teaching the skills and activities.</p> <p>Children who will benefit from higher quality PE lessons and aerobic activities.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all</p>	<p>Children will receive high quality tuition from a specialist sports coach and staffs' skills and knowledge will develop to enable them to deliver a</p>	<p>£1000 sports coach and training costs</p> <p>£250 annual subscription to online PE curriculum software</p>

<p><i>for Learning Support Assistants (LSAs) and teachers in order that they can support children in a wider range of activities.</i></p> <p><i>Continue to deliver adventurous outdoor physical activities, via Forest School, embedding active outdoor physical activities into the school day, and supporting children's mental health and wellbeing. Children will be exploring, playing and problem solving within the forest school area that aims to encourage learning using a range of activities (both designed by the leader and instigated by the</i></p>	<p><i>Children in KS2 and KS3 and supporting staff.</i></p>	<p><i>children.</i></p> <p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</i></p> <p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all children.</i></p>	<p><i>range of sports activities during playtimes.</i></p> <p><i>Impact measures taken pre- and post-intervention: Leuven wellbeing scales and Resilience Ladder</i></p> <p><i>Qualitative focus group discussions with children in KS2 and KS3</i></p>	<p><i>£4035 (£170 for Forest School Expert Lead one day a week throughout the academic year)- Further subsidised by funding from the school's Pupil Premium Grant.</i></p>
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<p><i>children themselves). Simultaneously, it will support children to develop a sense of independence, high self-esteem, teamwork and resilience, participating in outdoor activities where health and safety considerations are always of paramount importance.</i></p> <p><i>Develop the student sports leadership pathway in relation to (i) the recruitment, training and development of children taking part and (ii) staff supporting.</i></p>	<p><i>Children, supporting staff, and young officials.</i></p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement</i></p>	<p><i>Increased sporting opportunities provided by sports leaders during playtimes and after school.</i></p> <p><i>Increased range of sporting activities offered to children.</i></p>	<p><i>£500 on replenishing equipment for break and lunch times.</i></p>
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<p><i>Continuation in the expansion of specialist sports clubs that will be an extension of current provision (potential cost implication) e.g. contact rugby club off the back of tag rugby.</i></p>	<p><i>Children and local clubs.</i></p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all children.</i></p>	<p><i>Increased range of afterschool sports clubs with 13 sports clubs offered in-house at no cost to all children and 3 additional sports clubs that are payable (but are subsidised by the school).</i></p>	<p><i>£600 to subsidise paid clubs</i></p>
<p><i>Due to staff changes, continued CPD for staff and training opportunities for students to support the safe use of outdoor gym equipment to support active break and lunchtime fitness opportunities, (with further investment in additional outdoor gym equipment planned for 24/25).</i></p>	<p><i>Children and staff</i></p>	<p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</i></p> <p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all children.</i></p>	<p><i>Increased use of sports and outdoor gym equipment at break times and lunchtimes. In turn, this increase in engagement has had a positive impact on the children's well-being during unstructured times.</i></p>	<p><i>No associated costs-training led by member of staff</i></p>

<p><i>Fund replacement of cricket netting (X3), and artificial strips.</i></p>	<p>Children and teaching staff</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Increased use of facilities supporting PE lessons on hardball cricket at school and unstructured playtimes.</i></p>	<p>£1500 cricket nets £600 to update and replenish sports equipment (racquets, balls), ready to host fixtures/events. i.e. cricket equipment, footballs and goal nets.</p>
<p><i>Host sporting fixtures/ events/ competitions with local schools across a variety of different sports.</i></p>	<p><i>Children from all schools that are taking part.</i></p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i> <i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Increased opportunities for children to represent our school, especially for those who have restrictive transports needs.</i></p>	<p>Nil</p>
<p><i>Deliver taster sessions within feeder first schools.</i></p>	<p>Children and teaching staff</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Building relationships with feeder schools and providing CPD for their staff to impact positively on children's PE experiences.</i></p>	<p>£500 staffing costs</p>

<p><i>Continue to build on the use of social media platforms, extending to the use of X to celebrate our children's engagement in sporting activities.</i></p>	<p>Parents/ carers and external stakeholders.</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Dedicated 'X' page for sport that has allowed a clear voice and celebration of the achievements. Reach and engagement up 150%.</i></p>	<p>Nil</p>
<p><i>Incorporate the use of the messaging system for parents and carers.</i></p>	<p>Parents/ carers, external stakeholders.</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Regular direct communication with parents and carers. Availability to pay for clubs directly through the Arbor support structure.</i></p>	<p>Nil</p>
<p><i>Termly implementation and evaluation of FSM and SEND children's experiences to further promote their engagement in sporting and physical activities.</i></p>	<p>Parents/ carers, external stakeholders.</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Increased opportunities for children who are FSM in relation to sports provision. 34% of FSM, SEND, PPG participated in extra-curricular provision in 23/24 and we aspire to increase this by at least a further 20% in 24/25.</i></p>	<p><i>As previously detailed, £600 to subsidise paid clubs.</i></p>

<p><i>Disseminate flyers and/ or workshops for parents and careers illuminating the importance of sporting and physical activities.</i></p>	<p>Parents, carers, external stakeholders.</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>Increase in parental/adult support due to better communication.</i></p>	<p>£200</p>
<p><i>Provide an overview of FSM and SEND children's participation and experiences in sporting and physical activities to Governors in SEND and PPG reports at Full Governing Board meetings.</i></p>	<p>Children, staff, governors and external stakeholders</p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p>	<p><i>35%-50% of eligible children engaged in extra-curricular opportunities.</i></p>	<p>Nil</p>
<p><i>Increase opportunities for children not likely to meet the statutory requirements for swimming.</i></p>	<p>Children- all children at risk of missing national targets to be given additional coaching and practice to achieve.</p>	<p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all children.</i></p>	<p><i>Children across the school will benefit from increased opportunities to swim so underachievement following lockdown should soon be eradicated.</i></p>	<p><i>£1500 to cover costs of pool hire, staffing and transport.</i></p>

<p><i>Increase opportunities for watersports and adventurous activity for children in KS2 and KS3.</i></p>	<p>Children</p>	<p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and activities offered to all children.</i></p>	<p><i>Eight children in KS3 attend the Rockley 'Can Do' water sports event at Poole Park.</i></p> <p><i>All children had the opportunity to attend water sport days throughout the year.</i></p> <p><i>Rippa Rugby and Dorset Handball after-school clubs are partly subsidised by the school to make them more accessible for all.</i></p>	<p><i>£1800 on transport and supervising staffs' cost</i></p> <p><i>As previously detailed, £600 to subsidise paid clubs.</i></p>
<p><i>Specialist guest practitioners to help develop all staff in the inclusive nature of activity.</i></p>	<p>Staff and children</p>	<p><i>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: The engagement of all pupils in regular physical activity.</i></p>	<p><i>Taster sessions delivered by Live4Tennis and Rippa Rugby.</i></p>	<p><i>No costs associated</i></p>
<p><i>Provide opportunities for children starting the school, to complete the Bikeability</i></p>	<p>Children</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Bikeability programme accessible throughout the autumn term.</i></p>	<p><i>No cost associated.</i></p>

<p><i>programme.</i></p> <p><i>Increase the engagement with local clubs to allow for a school club transition for children that will facilitate external opportunities for them.</i></p> <p><i>Increase the range of non-traditional options and continue with the current provision whilst building community links.</i></p>	<p>Children, staff and parents/ carers</p> <p>Children, staff, parents/ carers.</p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>Developing relationships with Dorset Handball and Rippra/Bournemouth Rugby Clubs in order to provide both inclusive and performance pathways.</i></p> <p><i>The curriculum and extra-curricular programme include a range of activities, such as contemporary dancing and dodgeball.</i></p>	<p><i>As previously detailed, £600 to subsidise paid clubs.</i></p> <p><i>£500 CPD training costs</i></p>
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Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Achieving School Games Platinum Award in July 2024.	Recognition of the impact that our sports provision has had across the whole school.	As a PE department, we are very proud to achieve this, evidencing our school's commitment to PE and sport.
4 th Place finish in the County Finals in Handball.	Creation of a 'buzz' and excitement in handball, raising the sport's profile and resulting in increased engagement.	This incredible achievement evidences the positive impact of funding invested to make our Dorset handball club assessable for all.
Year 7 sports team reaching the second round of the Playstation National Football Cup.	This provided children with an opportunity to represent their school in a nationwide competition, where they displayed their football talents in a high-performance competition.	It was great to see the excitement in our school community, building up to these fixtures.
Playing our first hardball cricket fixture in a number of years vs Lytchett Minster School.	This provided children attending cricket club with an invaluable opportunity to play in a development inter-school fixture.	This milestone was a great introduction to cricket and we will build on this next year by playing further development fixtures and entering county competitions.

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?	90%	<i>Some children have not yet regained their confidence fully following lockdowns, including those who previously had swimming lessons out of school.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	<i>Catch up swimming lessons will be provided for children who cannot use a range of strokes effectively in 24/25.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>95%</p>	<p><i>During more recent years, the children have had fewer opportunities to use public swimming pools, leading to lower water confidence. We would like this to be 100% so the 5% of children who have not met this criterion will have further lessons in 24/25.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p><i>In order to build children's confidence and increase their opportunities to swim, additional swimming lessons will target for children who have not met the National Curriculum requirements for swimming and water safety.</i></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/No</p>	<p><i>Qualified swimming teachers/ staff, from Ferndown Leisure Centre, lead lessons with school staff solely supervising the children and encouraging them from the poolside.</i></p>

Signed off by:

Head Teacher:	<i>Dr Deborah Craddock</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jamie Perry</i>
Governor:	<i>Mr Derek Brooks</i>
Date:	<i>23.07.2024</i>