



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 meets 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 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 2025.**

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.

Key priorities and Planning 24/25

Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

Key indicator 2: The engagement of all pupils in regular physical activity.

Key indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and sport.

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

Key indicator 5: Increased participation in competitive sport.

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?
KS2 classes to have weekly sports coach lessons for PE.	Ensuring a quality first teaching of PE. Children to benefit from high quality lessons increasing skill and performance level.	Key indicator 1	Used as a CPD tool for teachers to Increase confidence and knowledge of staff in the teaching of PE and Sport. Knowledge and skills as teachers are kept up-to-date therefore raising profile of School Sport	£5000
Sports safe equipment for inspection.	To ensure PE equipment and static playground equipment is kept safe, so that all year-	Key indicator 1	To adhere with H&S requirements and to keep equipment safe in	£600

	round usage is enabled.		use.	
New leaders needed as sports ambassadors. Trained Year 6 leaders to lead on lunch time activities.	Supply cost for PE Coordinator to refresh and re-new training. Equipment packs for young leaders to use.	Key indicator 1	Ambassadors/leaders for KS1 and KS2 pupils to keep them active and fit. Year 6 pupils are trained to be sports leaders to oversee lunchtime activities to increase movement and enjoyment at lunch times.	£300
Supply cost cover for PE lead to update and plan for this coverage, analyse data and involvement of all protected characteristics groups.	PE lead's class but also the good of all pupils to keep a measured check on data and implement actions if required.	Key indicator 1	To ensure the PE lead has time to carry out her role effectively and to use data information to improve outcomes for all.	£1000
Extra PE sessions for each class per term. Delivered by specialist coach.	Following feedback from teachers and sports coaches give one extra session per class to embed skills	Key indicator 1	To soak up any weaknesses in cohort specific skills.	£210
Support for outdoor and adventure residential visits Year 6	All pupils are taught the mindset to be resilient and supportive, creating a cohesive cohort that will impact on their ability to apply	Key indicator 2	To support the development of learning new outdoor skills not available in school, including the	£1500 (£50 X 30)

	this in taught lessons in school. Survey		development of personal growth and social skills.	
New PE equipment and replenishment of equipment.	New equipment and equipment replenishment for use in lessons and for lunchtimes.	Key indicator 2	To enable teachers to teach well-resourced PE sessions with an element of choice, so that all pupils are active and safe. Enable happy lunchtimes to continue with the use of new equipment.	£1000
Trophies are engraved and presented in a cabinet in the school's entrance.	Ensure trophies are engraved and show up to date winners.	Key indicator 2	All who visit St Peter's can view our sporting achievements.	£80
Co-ordinator to keep up to date with current information with regards to sport and school PE. Training taken and disseminated as required. Local network meetings with other PE coordinators.	Clear itemised training and support that is available - coordinator to ensure that staff are utilising all that is on offer to us for future benefits and application.	Key indicator 3	PE coordinator to disseminate specified programs of interventions work and updates to contribute to better led PE sessions, encouraging greater pupil involvement and interest.	£1500

<p>New updated PE Scheme. Get set 4 PE.</p> <p>Implementation of scheme across EYFS and KS1 for games, dance, yoga, fitness, athletics and swimming. It is a comprehensive online resource with full PE plans from Foundation Stage to Year 6. It correlates directly to the National Curriculum and provides a library of resources to support lesson delivery</p>	<p>Improved confidence in teaching PE with the use of a curriculum that is progressive from EYFS to Year 2 including the progression of skills, knowledge and vocabulary.</p> <p>That teachers have a scheme that is easy to follow and that allows for adaptations of lessons to enable all learners make progress and can achieve.</p>	<p>Key indicator 3</p>		<p>£660 x2 years subscription £1320</p>
<p>Mindfulness sessions for staff</p>	<p>Staff INSET for a course of 6 sessions. To address managing stress and unhelpful thinking (Hummingbird well-being). A continuation of sessions started last year.</p>	<p>Key indicator 4</p>	<p>A time for staff to explore and implement techniques to reduce stress levels.</p> <p>Impacting on the health and mental well-being of staff.</p>	<p>£80 per sessions x 3 1 per term. £240</p>
<p>Membership to the Hinckley and Bosworth school</p>	<p>Access to PE Co-Ordinator subject leader activities.</p> <p>Training and network meetings;</p>	<p>Key indicator 5</p>	<p>Continued CPD for PE lead. Access to up-to-date information and</p>	<p>£1725</p>

sport partnership.	access to school sport competitions, festivals, leagues and virtual competitions.		support where needed to benefit the teaching and learning of PE in our school.	
Transport to competitions and supply cover for staff during school day competitions. When the competition calendar re opens.	Use of feeder high school mini-bus or other local primary mini-bus. Where necessary coach company.	Key indicator 5	For the school to perform well in local sporting events. All children can take part in competitive sport within the county.	£2300
Use of Physical Literacy interventions across the school: linking them to Health and fitness and Mental health and wellbeing. Ensuring equal opportunities for vulnerable children. <ul style="list-style-type: none"> • Big moves • Sensory sessions Inclusive sports (Boccia/Kurling)	Funding used to provide opportunities and support for vulnerable pupils. <ul style="list-style-type: none"> ▪ Funding used to support staff CPD to impact on supporting emotional wellbeing of pupils ▪ Funding to be used to enable PP children to attend after school clubs, trips, curriculum events etc 	Key indicator 4	Inclusion of all pupils to physical activities.	

				Total: 16,775 Contingency: £985
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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
<p>KS2 classes to have weekly sports coach lessons for PE.</p> <p>Sports safe equipment for inspection.</p>	<p>Children receive High quality PE sessions delivered by a sports specialised coach. Coaches work closely with staff ensuring a continuity of progression for the children. Staff use some sessions as a CPD tool to keep up to date with new ways of teaching and how best to support learners. <i>" I love doing PE because the lessons are fun. I liked doing netball and rounders."</i></p> <p>PE equipment and static playground equipment is safe, it has been utilised all year round providing increased opportunity for movement of all pupils.</p>	<p>This also helps with the class teacher's termly assessment of the children. Children are assessed against the N/C objectives and this is tracked termly and analyzed by the PE Leader.</p>
<p>Year 5 leaders to lead on lunch time activities.</p>	<p>We changed to Year 6 play leaders at lunchtimes.</p> <p>Daily games organised and run on the playground during lunchtime play. A variety of groups encouraged to join in. increased participation through use of a timetable to rota activities and year groups.</p> <p>More children are physically active for 30</p>	<p>Children received a day to complete training through the school sports partnership with HASSBA</p>

<p>Co-ordinator to keep up to date with current information with regards to sport and school PE. Training taken and disseminated as required. Local network meetings with other PE coordinators.</p> <p>Support for outdoor and adventure residential visits Year 6</p>	<p>minutes a day during lunchtimes with the opportunity to participate in mini challenges and new skills.</p> <p>Increased social interactions between older and younger children creating positive bonds and positive mental health and well-being amongst children. Less arguments between children playing these games on the playground. Teachers reported less incidents at lunch time which resulted in children coming into class after lunch ready to learn. Student voice is represented through their roles as playground leaders. They had regular meetings where pupils were able to give their views and opinions and make choices.</p> <p><i>I like it when the older children play games with us because we have fun and make new friends."</i></p> <p><i>" I have played football, basketball and fun games too! I like it because i get entertained"</i></p> <p>Information disseminated to staff from PE leader received through emails and leader meetings. Staff are up to date with current practices for PE. Checked through leader monitoring and through checking MTP's are being followed.</p> <p>Photo's, videos and testimonies were shared during a whole school Act of worship with the</p>	<p>Subject leader attended meetings and kept updated through regular emails. Training and network meetings; access to school sport competitions, festivals, leagues and virtual competitions.</p>
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<p>New PE equipment and replenishment of equipment.</p> <p>Subsidised after school clubs</p>	<p>school. The pupil questionnaire results showed that 100% of the children felt they had worked together as a team. 97% of the children felt that it was an enjoyable experience where they had learnt vital life skills including resilience and co-operation and that they could apply this to their everyday learning. 93% of the children experienced physical activities they hadn't tried before. "I was glad to have the experience of doing some the activities as I might never get that opportunity again" The children felt that this experience was beneficial and physically active. They felt it positive impact on their mental health and well-being and cooperation skills. <i>"It was amazing because of all the different activities and I got to try them out."</i> <i>"It pushed me to achieve new heights, I was literally 20m high on Jacob's Ladder"</i></p> <p>High quality resources available for use to support all areas of the PE and sports curriculum.</p> <p>This has enabled children to take up an extra curricular sports activity. Increasing physical movement and inspiring children to keep physically active and fit. Engagement of all pupils in regular physical activity, Broader experience of a range of sports and activities offered to all pupils and increased participation</p>	
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<p>Val Sabin Gymnastics CPD for all staff</p>	<p>in competitive sport.</p> <p>Not happened this year as no availability for the dates we were able to complete. Carry over to next year.</p>	
<p>Whole school skipping event to re-activate enthusiasm for skipping.</p>	<p>Whole school jump rope event. Whole school assembly followed by class workshops. Children were inspired to try different skipping challenges and increase fitness through participation in the workshops. Children are motivated to skip during lunchtime playtimes and increase daily active minutes.</p>	
<p>Mindfulness sessions for staff</p>	<p>The evaluation forms from the sessions showed that staff feel huge benefits from learning these calming techniques. Staff felt that they learnt ways to stretch and de- stress the whole body. All staff felt that they had a better understanding of the impact of stress on their body. Staff felt that they were better able to handle stress and had some techniques, including box breathing, to help cope with stressful times. They felt that they helped to create a relaxed atmosphere which enabled them openness.</p>	<p>Staff have taken part in Staff INSET for a course of 6 sessions. To address managing stress and unhelpful thinking (Hummingbird well -being). A continuation of sessions started last year.</p>

<p>My Happy Minds- mental health and well being lessons for children.</p>	<p>Pupils spoke positively about this during pupil interviews. They have learnt about their brain and how it works and the kinds of things that can affect their mental health and feelings. Children felt they had strategies to help them to calm down "happy breathing".</p>	
<p>Membership to the Hinckley and Bosworth school sport partnership.</p>	<p>Subscription to HABSSA provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupil. Pupils took part in a wide range of festivals and competitions and enabled them to learn sport specific skill/develop physical literacy, learn about the competitive element of sports and be physically active. The competitions included:</p>	
<p>Transport to competitions and supply cover for staff during school day competitions. When the competition calendar re opens.</p>	<p>Year 5/6 Danone cup Year 5/6 Football league- completed 2 rounds. Cross Country-year 3, 4, 5, 6. <i>"It was good to play against other schools with my friends"</i> Year 6 -sporthall athletics winning 3rd place. Year 4/5 personal best festival 5 year 4 and 6 pupils attended the parallel sporthall athletics competition. 2 of these went on to represent the county in the sportshall athletics. Gymnastics year 3/4, 5/6. The level 1 team came 3rd, level 2 team came 2nd and the level 3 team came 1st and went onto the finals. In the finals the level 1 and 2 teams both came second and the level 3 team came first and went onto</p>	

represent the county, they then won bronze for coming 3rd place.
Year 5/6 team made it to the finals and won and then came 3rd in the county finals representing Hinckley and Bosworth.
Schools swimming gala coming 3rd overall, 1st and 2nd place in the inclusive race, won the small schools trophy for coming first.
Year 3 kurling inclusive event.
Year 3 and 4 football tournament.
Year 3 and 4 girls football tournament
Year 3, 4, 5, 6 hockey tournament. Year 5 and 6 team went to the finals.
Year 2- multisports festival
Year 3, 4, 5, 6 quad kids athletics. " *It was difficult, but enjoyable.*"
Year 4 tennis festival
Year 4,5,6 area athletics- 3rd place year 6 boys, 3rd place 800m year 6 boys, 3rd place 800m year 6 girls. 1st place 6 girls 75m sprint, 1st place small school winners.
Year 4- parallel area athletics championships.
Year 6 rounders- 1st place trophy " *everyone was really nice and showed good sportsmanship*"
Year 4- cricket festival

competition	male	female	EAL	PP	SEND
Danone cup	100%	0	0	0	0
X country race 1	59.1%	40.9	13.6%	0	0
X country race 2	62%	41%	13.6%	0	0
Inclusive event Green towers	0	100%	0	75%	0
Football girls	100%	0	0	0	0
Football 3/4	43.8	56.3	37.5	18.8	6.3
Girls football	100%	0	11.1%	11.1%	11.1%
skipping	47.8%	52.2%	22.7%	5.4%	12.8%
Year 3 and 4 football	100%	0	0	0	0
gymnastics	-	100%	16.7%	0%	16.7%
Personal best festival	50%	50%	10%	10%	10%
Swimming gala	55.6%	44.4%	16.7%	0	11.1%
Parallel sportshall athletics	50%	50%	0	0	100%
Parallel area championships	25%	75%	0	0	100%
New age Kurling	35.7%	64.3%	21.4%	17.9%	21.4%
Professional Athlete circuits	52.2%	47.8%	22.7%	5.4%	12.8%
Tennis festival	48.4%	51.6%	9.7%	3.2%	12.9%
Cricket festival	50%	50%	0	0	0
Quad kids athletics	50%	50%	10.0%	10%	15%
Area athletics	50%	50%	15.6%	3.1%	15.6%
Rounders tournament	40%	60%	40%	10%	10%

Hockey tournament	63.6%	36.4%	22.7%	0	9.1%
Multisports festival	58.3%	41.7%	0	0	16.7%

Extra activities

Well-being afternoon at the field mixing year groups to complete various sporting activities.

Total pupil participation- 278 (some of the same pupils took part in more than one event) This is a slight increase of 11 pupils from last year. Children enjoyed activities including dance, parachute games, lawn games, football skills and races. This benefited the children's wellbeing. They had opportunity to mix with older school members and siblings. Children increased their physical activity levels and the opportunity to try some new activities.

"I liked it when the bubbles went on me to cool me down" " It was really hard but it was good exercise"

Bubble Fun run

Whole school took part in a fun run covering up to a mile in a running circuit. Increasing participation in daily movement minutes. Also raising money for charity.

GB athlete sports event.

Children were very motivated and inspired during this event. They participated in physical activity (assault course) inspiration from a GB athlete.

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?	86%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	<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>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>96.4%</p>	<p><i>Use this text box to give further context behind the percentage.</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>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>Staff member that goes swimming weekly has had training to teach alongside a level 2 qualified coach. Also has a lot of poolside experience from assisting at the local swim club as a J1 judge and a team manager. KS2 children also received a water safety session delivered by the swim scheme co-ordinator for the local area.</p>

Signed off by:

Head Teacher:	<i>Mrs L Rinaldi-Oxley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mrs P Crowley</i>
Governor:	<i>Mr Gavan Wilson</i>
Date:	<i>September 2024</i> <i>Review - July 2025</i>