



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



It is important that the 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 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 (2023/2024)

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

Activity/Action	Impact	Comments
Curriculum review and time for coaching and mentoring (KeyIndicators 1, 2 and 4)	<p>Curriculum review of Year 3, 4 and 5 and 6 provision. Great range of sports delivered so that there is no sport taught yearly but that there is an opportunity to revisit sports in Upper and School after being taught in Lower School.</p> <p>The school entered a great number of competitions both with the local Brackley School and through the county provision. Participation continues to increase since Covid.</p> <p>Strongest year in terms of participation at events (see participation register).</p> <p>A full program of events has been established with the Brackley School – All schools committing to and taking a lead on a number of the competition to ensure sustainability.</p>	<p>School needs to review how to improve uptake. Commitment to events was poor and we had to withdraw from a number of competitions because a team could not be out together. Family life, staffing and transport do impact on pupils' ability to attend, particularly outside of school hours.</p>
Cross Curricular Activities (Key Indicators 1, 3 and 4)	<p>A range of Mental and Wellbeing opportunities successfully run for all year groups throughout the year, with activities such as First Aid, gardening and art.</p>	<p>Continue with support of Health and Wellbeing initiatives.</p>

Equipment (Key Indicators 1 and 4)	Stock replenished to ensure school can maintain quality delivery of PE and Physical Activity.	Do equipment audit at the end of the year to assess purchasing needs to for 2023-24.
Wider Opportunities (Key Indicator 4)	All pupils in Year 4 and 6 were able to access outdoor learning week which included a trip to a centre for sport activities not provided in the day to day curriculum (climbing, abseiling, kayaking, raft building...) Year 6 went on residential on offer in school, meaning they got the chance to do activities that they wouldn't normally do such as caving outdoors, indoor climbing and archery.	Continue to fund travel costs, looking for value for money where possible particularly with rising fuel costs.
Travel to competitions (Key Indicators 4 and 5)	Number of opportunities increased again this year, giving pupils a wide range of experiences in a variety of activities.	Travel and home commitment have meant that we have had to cancel our participation. Further investigation needs to go into staffing and transporting children so that families aren't impact.
Trophies and engraving (Key Indicator 2)	Award were given at the Brackley School cross-country event that we continue to host.	Continue to look for value for money when purchasing trophies.

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>1. Provide pupils with opportunities to engage in physical activity through competitions, playtimes and in wraparound care clubs.</p> <ul style="list-style-type: none"> -Appoint sports leaders within the school to be able to lead focused sporting activities for pupils during lunchtimes. -Ensure appropriate equipment is available for pupils to access during break and lunch times. -Provide outdoor space as much as possible for pupils during break and lunch. -Staff to lead a range of sports clubs after school throughout the year. - Subject Leader to identify and enter a range of competition both locally and across the county -Use of external coaches to deliver extra-curricular and lunchtime clubs to offer a range of clubs to pupils. -School-led wraparound care to offer a level of physical activity within their sessions for pupils to access if attending school for longer than the school day. 	<p>Lunchtime supervisors and coaches to lead the activity</p> <p>Pupils – as they will be provided with a range of opportunities and experiences during their free time to get them involved in sporting activities.</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>More pupils are being offered a greater amount of opportunities to engage in physical activities daily to contribute to the expected minutes of physical activities.</p> <p>The profile of physical activity is raised across the school and pupils are more active because of this.</p>	<p>£1682 (please also section 4,) to train pupils, for staff and resources.</p> <p>£5000 for Lunch and afterschool provision provide by coaching company.</p>

<p>2. To provide pupils with life skills such as swimming, beyond the curriculum expectations.</p> <p>To provide specifically trained teachers for pupils to learn to swim.</p>	<p>Pupils – Being provided with opportunities to advance skills wider than what is offered during PE lessons.</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils gain skills outside of PE lessons that teach pupils how to swim confidently, as well as wider water safety knowledge.</p> <p>Pupils are provided with the opportunity to engage in a sport such as swimming that cannot be completed within the school environment.</p>	<p>£300 for swimming lessons at an external location and fully trained swim teachers.</p>
<p>3. To ensure there is a range of equipment for pupils to access a whole range of sports without any barriers to their learning.</p> <p>-Purchase equipment based on the needs of the pupils in the school to ensure all pupils can be involved in all lessons.</p> <p>-Purchase equipment that can develop pupils’ understanding and skills in a range of sports to motivate and encourage greater involvement during free time.</p>	<p>Staff – provided with equipment that will allow them to teach a full curriculum to pupils and teach accurately.</p> <p>Pupils – allows for them to use the correct equipment and develop skills to ensure they can participate further in the sports with the correct knowledge if desired.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>The pupils are being provided with PE lessons that use the correct resources for the physical activity being taught.</p> <p>Allows for a range of different sports to be taught to pupils accurately, with greater knowledge of what is available to them.</p>	<p>£4200 to purchase equipment needed for sports taught across the school.</p>

<p>4. To embed skill-based lessons with secure teacher knowledge and confidence to provide greater opportunities within lessons.</p> <p>-Training for teachers in order to deliver the program appropriately.</p> <p>-Continued purchase of resources to engage with PE appropriately, to offer high quality lessons for pupils.</p> <p>-Staff meetings to be held to discuss, review and develop the offer within the curriculum to pupils.</p>	<p>Staff – Supportive resources and training to upskill teachers and provide high-quality resources to support the teaching of fundamental skills needed across a range of sports.</p> <p>Pupils – Will be delivered high-quality teaching of PE from all staff.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Continues to increase the confidence of staff across the school to deliver an accurate curriculum for PE with confidence in supporting pupils to be supported and challenged accurately.</p>	<p>See section 1, 4,</p>
<p>To ensure consistent involvement in outdoor learning lessons regularly for all year groups with a minimum of weekly.</p> <p>-Teachers to plan the use of outdoor learning to engage and encourage the pupils in physical activity to achieve the desired academic outcomes, as well as grow within confidence and self-esteem.</p> <p>-Plan and deliver ‘Outdoor Learning Week’ to keep pupils active for the day and developing their enjoyment. Use of a range of resources to achieve this.</p>	<p>Pupils – Opportunities to learn outside of the classroom to improve wellbeing, as well as social and emotional skills and in turn, greater academic achievement.</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Contributes to keeping pupils active and providing them with time towards their 30 minutes of physical activity in a day.</p> <p>Pupils are being exposed to physical outdoor teaching to have a positive impact on the learning across the curriculum and raises the profile for the positive impact this can have for pupil wellbeing and academic achievement.</p> <p>Pupils understand a range of active experiences they can engage in to keep physically fit.</p>	<p>£3500 for outdoor learning resources and support.</p>

<p>To develop staff skills in delivering sport</p> <p>-To identify and implement suitable support to develop staff skills through training and clearly sequenced planning.</p> <p>-Staff to deliver sessions for pupils in varied sports to allow for high-quality opportunities.</p>	<p>Staff – Opportunity for high-quality staff training that focusses on the teaching of sport to support pupils to develop their skills further.</p> <p>Pupils – Staff are knowledgeable to challenge and support appropriately in lessons to improve outcomes of pupils in PE lessons.</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Providing wider opportunities for pupils to engage in extra- curriculum physical activities at school.</p> <p>Staff are provided with high quality CPD that allows for them to develop their knowledge and skills across a range of sports in order to deliver successfully to pupils.</p>	<p>See section 1</p>
<p>To provide experiences of the resources used within competitive.</p> <p>To use local resources to provide specialised teaching and experiences of sports to pupils.</p> <p>-Hire of local facilities (rugby Club, Tennis Club) and equipment for pupils to gain real world experiences of sports.</p> <p>-Engage with local sports clubs to provide experiences for pupils termly.</p>	<p>Pupils – Provided with experiences outside of the school environment to motivate and inspire pupils.</p>	<p>Key indicator 1: -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Pupils are provided with opportunities within the school year to engage with greater amounts of physical activity outside of PE lessons.</p> <p>Providing more opportunities for participation in physical activity outside of lessons to raise its profile within the school.</p> <p>Provides opportunities to understand competition and encourage pupils to be inspired to get involved outside of school and make links with the local clubs.</p> <p>Pupils engage in a wide range of competitive sports and activities to use their skills developed in lessons against a wide range of competitors.</p>	<p>£365 for entrance fees to be a part of competitions, partnerships and attendance to locations.</p> <p>£200 for trophies and medals for school led competitions</p>

<p>Provide support for pupils to understand the impact of mental health and wellbeing.</p> <p>-Engage with external providers to deliver mentor programs linking for mental health and wellbeing to provide pupils with greater confidence.</p>	<p>Pupils – Providing a mentoring program for individuals and groups that allows for pupils to explore their mental health and well-being</p> <p>Pupil increase in wellbeing.</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Through the use of mentors, pupils are supported within mental health programs and physical activity to have a positive impact on their academic achievement and overall mental health and wellbeing.</p>	<p>£1000 for mentor and support program, including staffing.</p>
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?		
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		Swimming is currently attended in one year group within the school (year 4) for two full terms. Some pupils need more lessons to be able to achieve due to their starting point being different to that of their peers, or needing a longer amount of time to learn. Intense swimming lessons are offered to all Year 6 pupils not yet achieving the National Standard (during the school holidays) to support them and provide an opportunity to achieve these targets before leaving BJS.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	All pupils in Year 6 are provided with a lesson to support them in achieving this skill before leaving BJS.

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	No, we use qualified staff from the pool, who are highly competent and have the relevant skills to provide our pupils with the best possible provision.

Head Teacher:	Rosalyn Peet
Subject Leader or the individual responsible for the Primary PE and sport premium:	Tracey Langford – Class Teacher and PE Lead
Date:	26.08.2024