



# 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.

<b>Details with regard to funding</b> Please complete the table below.	
Total amount of funding carried over from 22/23	18,947
Total amount of allocated for 23/24	19,510.00
Total amount of funding for 2023/24	38,447

## 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
Active Playtimes	<p>'Elite' Lunch Time activity has been funded for the year 1-2 times a week and Pupil Premium children have been identified to actively participate in the activities, in addition to wider pupils. School Sports Coach has led an additional 30 minutes of structured physical activity daily for children in both KS1 and KS2. Both have been well attended, evidencing children being more active at lunch time and building additional skills of team work and resilience.</p> <p>The school gym equipment is used by KS2 throughout the year during playtimes.</p>	<p>The costings for additional lunchtime activity has been maintained for the next academic year due to the success of participation across both Key Stages.</p>

<p><i>Sports coach</i>  <i>Subscription to PE scheme</i>  <i>Participation in tournaments, festivals and competitions.</i>  <i>Deliver a range of learning opportunities within curriculum PE and extra-curricular clubs</i></p>	<p><i>The school has continued to fund a specialist Sports coach for every afternoon, across each term teaching all children. The sports coach follows the schools PE scheme of work, to provide consistency with class teacher led PE and ensure there is a progression of skills taught and revisited in line with the whole school PE curriculum map. Through teaching all pupils and teachers participating in these lessons, the sports coach has been able to support teacher CPD and assessment that has informed identification of pupils with strengths and talent across a range of sporting activity and, as a result, better identification of children for tournaments, competitions and festivals has been achieved, with a heightened focus on those children in receipt of the Pupil Premium to ensure they have opportunity to develop their cultural capital through school sport.</i></p> <p><i>This year children have participated in the following tournaments, festivals and competitions:</i></p> <ul style="list-style-type: none"> <li>• <i>Y3+4 / Y5+6 Football league</i></li> <li>• <i>Y4,5,6 Indoor athletics</i></li> <li>• <i>Y3+4 Netball Festival</i></li> <li>• <i>Y5+6 Dodgeball Festival</i></li> <li>• <i>Y3-6 Cross Country</i></li> <li>• <i>Ks2 swimming gala</i></li> <li>• <i>Y3+4 Inclusive Football Festival</i></li> <li>• <i>Y3+4 / Y5+6 District Sports</i></li> <li>• <i>KS1 Multiskills festival</i></li> <li>• <i>Y4-6 Mixed Hockey Festival</i></li> <li>• <i>KS2 Tag Rugby Festival</i></li> <li>• <i>LKS2 New Age Kurling</i></li> </ul> <p><i>Employment of a specialist dance teacher has ensured all year groups have had access to high quality dance provision and this has further supported staff CDP, who attend all sessions. There is evidence of increased motivation and confidence to participate and Y5 have benefitted from additional dance work to support their end of year production.</i></p> <p><i>Extra-curricular sporting clubs across the year have</i></p>	<p><i>Money has been allocated for next year from the premium, to ensure at least the same level of specialist coaching/teaching, entry to competition and curriculum delivery</i></p>
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<p><i>Partnership with outside football coach</i></p>	<p><i>included football, basketball, dodgeball, cricket, ballet, gymnastics, table tennis, roller club, forest school and karate.</i></p> <p><i>Planned work with the football coach was halted due to unforeseen circumstances out of our control. However, a half term of cricket coaching was provided by a local cricket club for Years 3 and 6, with the benefit of an additional cricket club after school provided for KS2. As a result, school were able to submit a team of Y6 pupils for a locality cricket competition, with sufficient skills learned to compete well and with confidence.</i></p>	<p><i>As a result of the cricket lessons, there was a higher uptake of club numbers as a result and children were appropriately identified for locality competition. We have costed to maintain this for next year and have been approached by a local college hockey teacher who would like to provide some outreach to primary schools in the area.</i></p>
<p><i>Competitive Sports Day</i></p>	<p><i>Children enjoyed participating in a range of sports day activities and putting their skills from PE Athletics lessons into practice.</i></p> <p><i>Children had the opportunity to compete as both part of a team and individually. Children practiced and developed their sportsmanship and 'Rosie Resilience'. Children have continued to develop wider skills such as winning, losing, coping with disappointment, cooperating with others and a range of other social skills. Less engaged children participating in an alternative opportunity such as scoring and Y6 children took a leadership role in running the KS1 sports day. The event was well attended by wider stakeholders.</i></p>	<p><i>Our format for sports day works well and links in with the Get Set for PE athletics unit for all year groups. We will apply the same model next year.</i></p>
<p><i>Equipment</i></p>	<p><i>The PE premium continues to be used to ensure we have well stocked sporting equipment appropriate to meet the needs of the new PE scheme of work. Additionally, team kits have been purchased for sporting events where children are representing the school. This year we have replenished or purchased new:</i></p> <ul style="list-style-type: none"> <li><i>• Team uniform – class set</i></li> <li><i>• Stop watches and measures</i></li> <li><i>• Footballs, tennis balls, basket balls, dodgeballs, volley balls</i></li> </ul>	<p><i>Replenishing of stock means we have been able to deliver high quality lessons and support preparation for new events and extra-curricular clubs e.g. dodgeball. Money will continue to be allocated for stock next year.</i></p>

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|--|---|--|
|  | <ul style="list-style-type: none"><li>• <i>Tag rugby balls and belts</i></li><li>• <i>Golf clubs and balls</i></li><li>• <i>Team vests</i></li><li>• <i>Football goal</i></li><li>• <i>Gym mats</i></li><li>• <i>Ball storage sacks</i></li></ul> |  |
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## Key priorities and Planning

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

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>-Encourage children to be more active in their lunch and break times through structured physical activity</p> <p>-To promote a healthy, active lifestyle that is fun/different for the children.</p>	<p>Sports Coach – as will be leading daily sessions over lunch time</p> <p>Pupils – as they will take part</p> <p>Lunchtime supervisors – as they will promote use of school resources i.e gym equipment and walking track</p>	<p><b>Key indicator 2:</b> 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>-Sports Coach to deliver further lunch time clubs to further improve activity levels.</p> <p>-To incorporate the gym equipment into clubs/PE lessons</p> <p>-To incorporate the gym equipment into clubs/PE lessons so children know how to appropriately use this</p>	<p>£1000</p> <p>costs for coaches to support lunchtime sessions.</p>
<p>-Partnership with additional specialist coaches (cricket and hockey) and Dance teacher to deliver high quality PE and to develop teaching and subject knowledge for non-specialist staff and support staff.</p> <p>-Increase links to external clubs to encourage children to be active outside of school.</p>	<p>PE lead/Sports coach – as will be coordinating with external coaches/tutors and organizing accordingly.</p> <p>PE lead/ PE lead/Sports coach - as will monitor effectiveness and gain feedback from staff and students on sessions</p> <p>Pupils – as they will take part</p> <p>Teachers – as they will participate and observe to inform own CPD</p>	<p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.</p> <p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>-Children are developing their skills and techniques through high-quality teaching and lessons that are fun and engaging.</p> <p>-Children are actively more interested in new clubs that are offered and showing a willingness to be involved.</p> <p>-Strengthen a progression of skills in PE through continued delivery of sessions.</p> <p>-Staff are able to take this knowledge/CPD and incorporate this into their own lessons.</p>	<p>£1000</p> <p>costs for additional coaches/tutors to offer specialism</p>
<p>-Encourage PP children to be more active during lunch times.</p>	<p>PE lead, Sports Coach and teaching staff – as they will select PP children that would benefit from further</p>	<p><b>Key indicator 2:</b> The engagement of all pupils in regular physical activity – the Chief Medical Officer</p>	<p>-PP children are being more active at lunch times.</p> <p>-PP children are excited to be active.</p>	<p>See competition costings / Get Set PE scheme</p>

<p>-To provide PP children with opportunities to improve sporting techniques and be involved in team games/matches.          -To promote a healthy, active lifestyle that is fun/different for PP children.          - To embed formative assessment for PE, with a focus on PP children with a talent in order to appropriately identify these children for clubs and competitions</p> <p>-Ensure children have sufficient equipment to participate effectively in all curriculum PE.</p>	<p>sporting opportunities.</p> <p>Sports Coach - to audit equipment and ensure adequate provision.          Sports coach - to submit audit termly for SBM to purchase new equipment.          PE lead/Sports coach - to look ahead at new lessons in the 'Get Set 4 PE' scheme and purchase equipment needed.          Sports Coach/Teachers – to use new equipment to engage children in curriculum PE lessons/after school clubs.</p>	<p>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><b>Key indicator 5:</b> Increased participation in competitive sport.</p> <p><b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>-PP children are improving their skills and techniques in a range of sports and are enjoying the opportunities to participate in small matches.          -Disadvantaged children with a talent for sport are appropriately identified and offered opportunity to participate in clubs/tournaments and events</p> <p><b>Wider impact as a result from above:</b>          -Increases interest in Sport and a healthy lifestyle.</p> <p>-Children are able to participate effectively in a wider range of games and sports in curriculum PE time with sufficient equipment for them to use.          -Children can access skill-based lessons where they are all regularly active.</p> <p><b>Wider impact as a result from above:</b>          -Children have experienced a wider range of activities in PE lessons.          -Children have greater exposure and practice for competitions and festivals.          -Increases interest in Sport and a healthy lifestyle          -Ensure equipment is stored and looked after correctly.          -Ensure equipment is adequate/sufficient in the future.</p>	<p>£1500 costs for equipment &amp; replenishing stock</p> <p>£315 cost for servicing of PE and external equipment</p>
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<p>-Raise awareness of PE and Sport taking place in school.</p>	<p>Sports Coach - to upload photos of PE happening in school/Competitions/Tournaments. PE lead - to provide competition/tournament certificates to share in 'Wonder Wall' assemblies. Sports Coach - to share competitions/ tournaments photos for the newsletter.</p>	<p><b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>-Develop resources as necessary. -Ensure storage solutions for the shed are maintained. -Purchase of resources that facilitate active play in EYFS.</p> <p>-Children are regularly reminded about what the school offers. - Children feel encouraged and proud to have competed in a competition/tournament and to have represented the school. -Children are actively more interested in sporting opportunities that are offered and are showing a willingness to be involved.</p> <p><b>Wider impact as a result from above:</b> -Increases interest in Sport and creating a healthy lifestyle. -Children are more prepared to involve themselves in competitive/higher pressure environments.</p>	<p>N/A</p>
<p>-Continue to work in partnership with other local schools.</p>	<p>PE Lead/ Sports Coach - PE lead to collaborate with other schools to ensure 'friendly' competitions can take place.</p>	<p><b>Key Indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>-Children are developing their skills and techniques through 'friendly', competitive opportunities. -Children have a great sense of pride when representing the school.</p> <p><b>Wider impact as a result from above:</b> -Children have greater exposure and practice for competitions and festivals. -Increases interest in Sport and a healthy lifestyle.</p>	<p>See competition costings</p>

<p>-Continue to employ a Sports Coach to support the development of the curriculum further to:</p> <ul style="list-style-type: none"> <li>inspire children and enhance their learning experience</li> <li>provide staff with the opportunity to receive high quality CPD to enhance their teaching of PE.</li> </ul>	<p>Sports Coach - to liaise with class teachers to support planning and delivery of PE.</p> <p>PE lead - to measure the impact of teacher CPD.</p> <p>PE lead - to observe sessions to ensure provision is adequate.</p> <p>PE lead - to work alongside the Sports Coach to provide good competition/festival and club opportunities for a variety of children.</p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>-Children are receiving high quality PE lessons.</p> <p>-Children have had a wider range of exposure to a variety of sports and activities (6-week blocks) including some 'alternative' sporting options (golf, dodgeball, fitness, OAA etc.).</p> <p>-Children are developing their skills and techniques through a multi-sports approach.</p> <p>-Children report positively on experiences in lessons.</p> <p>-Topics and Dance are linked where possible and therefore skills and knowledge increase as children progress.</p>	<p>£9000</p>
<p>-PE lead to attend Horsham PE Network meetings to keep up to date with local events, information and improvements.</p>	<p>PE lead/Sports coach - to liaise with other local PE coordinators and feedback relevant information and participate in events.</p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Greater opportunity for children to partake in events/competitions/tournaments.</p> <p>-Greater opportunity to build school-community links.</p> <p>-PE lead has access to CPD opportunities.</p>	<p>£450 release time to attend</p>
<p>-Subscription to 'Get Set 4 PE' scheme of work to support the development of the curriculum.</p> <p>-This will support children in being active, offer them new sporting/ physical activity experiences and enhance their learning and progression of skills.</p>	<p>PE lead- to monitor 'curriculum map' personalised to meet the needs of Arunside children.</p> <p>Sports coach - to audit equipment and resources needed to enable a wide variety of sports to be taught effectively.</p> <p>PE lead - to monitor the schemes effectiveness and staff feedback.</p> <p>Sports coach / teaching staff to implement assessment proforma in</p>	<p><b>Key Indicator 1:</b> Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>-Children receive high quality 'Get Set' PE lessons twice a week.</p> <p>-Children have a wider range of exposure to a variety of sports and activities (6-week blocks).</p> <p>-Children have developed their skills and techniques through a multi-sports approach.</p> <p>-The scheme enables teachers to feel confident in teaching PE.</p>	<p>£550 scheme subscription</p>

<p>-This will provide staff with the opportunity to receive high quality CPD to enhance their teaching of PE.</p> <p>-Enable children to represent the school with a sense of pride.</p> <p>Children to participate in a competitive Sport's Day and have the opportunity to develop competitiveness, sportsmanship and teamwork.</p> <p>-To offer an enjoyable and fun day that will promote a healthy, active lifestyle.</p>	<p>line with units taught</p> <p>PE lead/School Business Manager - to purchase additional items of kit to ensure a smart and professional appearance when representing the school.</p> <p>PE lead/Sports Coach - to organise events/activities.</p> <p>PE lead/Sports coach - to run the event. Acknowledging/ praising 'Tommy Teamwork' and 'Rosie Resilience'.</p> <p>PE lead/ Sports coach - to deliver leadership training to all of Year 6 (for KS1 Sports Day).</p> <p>PE lead/ Sports coach - to deliver training to teachers during staff meeting time.</p> <p>PE lead - to invite parent spectators (parental engagement) and Governor helpers.</p> <p>Staff – to support with the running of the day</p> <p>Pupils – to actively participate</p> <p>PE lead - to monitor provision on the Horsham Sports Services</p>	<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <p><b>Key indicator 5: Increased participation in competitive sport</b></p>	<p>-A progression of skills can now be seen.</p> <p>-Teachers receive high quality CPD, guidance, support and ideas, thus improving their confidence.</p> <p>-Children have positive sporting experiences which increases interest in Sport and living a healthy lifestyle.</p> <p>-Children have a greater sense of pride when representing the school.</p> <p>-Children feel smart and professional when representing the school at competitions and festivals.</p> <p>- Children enjoyed participating in a range of sports day activities and putting their skills from PE Athletics lessons into practice.</p> <p>-Children had the opportunity to compete as both part of a team and individually.</p> <p>-Children practiced and developed their sportsmanship and 'Rosie Resilience'</p> <p>-Children improved skills such as winning, losing, coping with disappointment, cooperating with others and a range of other social skills.</p> <p>-Less engaged children participating in an alternative opportunity.</p>	<p>£100 to replenish football kit</p> <p>£50 for stickers and medals</p>
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<p>-All children will have more opportunities to compete regardless of access or skill level.</p> <p>-Children will have opportunities to play sport at an appropriate or higher level in competitions, tournaments and festivals.</p>	<p>website and enter appropriate competitions for our children.</p> <p>PE Lead and SENCO - to continue to ensure disadvantaged pupils attend appropriate events.</p> <p>Staff - to encourage and embed the Arunside School values through competition.</p> <p>PE Lead/Sports Coach - increase school entry for local competitions.</p> <p>PE lead - to use teacher assessments to support with competition selection</p>	<p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>-children demonstrating a talent have been identified and nurtured in this, with an increased focus of participation from disadvantaged pupils</p> <p>Children and parents have enjoyed participating/observing.</p> <p>-Children are inspired to do their best.</p> <p>-Children build important life skills such as leadership, teamwork, empathy and conflict resolution.</p> <p>-Competition supports children's physical, emotional, social and personal development towards a life-long enjoyment and engagement in physical activity.</p>	<p>£750 participation fees</p>
<p>-To employ a Forest School Assistant to support the development of the curriculum further to support:</p> <ul style="list-style-type: none"> <li>• The development of physical skills and motor skills</li> <li>• A focus on physical health</li> </ul>	<p>Forest School Lead and Assistant – to deliver an inclusive and progressive scheme of Forest School to all children in the school across the academic year</p> <p>Pupils – to actively participate</p>	<p><b>Key indicator 2:</b> 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><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.</p>	<p>-Many Forest School activities will have helped to improve children's fine and gross motor skills.</p> <p>-Outdoor activities will focus on a variety of other physical skills such as balancing, climbing and sensory skills.</p> <p>-Forest School learners will increase their level of physically activity in alternative ways to that of the traditional curriculum available</p> <p>-Parents of Forest School learners may report that their child's interest in woodland settings and the outside world transcends into their home life. This means children may also be more likely to be physically active at home.</p>	<p>£18,000</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

## 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?	55%	<i>The school provides swimming for the Y5 cohort for three half terms across the year. This data was provided for the current Y6 cohort at this time by the swimming centre.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	38%	<i>The school provides swimming for the Y5 cohort for three half terms across the year. This data was provided for the current Y6 cohort at this time by the swimming centre.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>28%</p>	<p><i>The school provides swimming for the Y5 cohort for three half terms across the year. This data was provided for the current Y6 cohort at this time by the swimming centre.</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>It is impractical to provide this for specific children with the facility we have available to us.</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>The sports centre run their own programme of swimming.</i></p>

Signed off by:

Head Teacher:	<i>Donna Jagger</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Beth Goldsmith – PE Lead (maternity leave)</i> <i>Anna Hadden – DHT (interim)</i>
Governor:	<i>Glen Thomas</i>
Date:	23.7.24