



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
Long term plan is being followed	All staff are aware of and have been following the new PE intent and LTP. This has ensured a broad and balanced curriculum which provides staff and children with a basis and skill set which are transferable to a range of more traditional sports.	ACES have been providing us with CPD but the decision has been made to change the provider of this to Leeds United from September.
CPD is being offered where appropriate	Elise and Rhinos staff have provided great modelling for staff and although they have not followed a CPD programme they have been able to disseminate their expertise and knowledge with our staff in areas which were identified as requiring support.	
Vocabulary document is being used.	Vocabulary progression document has been created and displayed on the PE display in the hall. Reference to this should be made during the lessons and the key vocabulary for the lesson should be added to the display.	
Increase the amount of time children are physically active during play and lunch	Children in reception - Y5 are taking part in daily WUSU. Some members of staff are very enthusiastic about WUSU. Y6 are doing the mile although 15 minutes needs to be timetabled in to ensure it takes place more regularly. Over the course of the year there have been two lunchtime	Play leaders are now active in their roles. These need to be monitored by lunch times staff.

<p>Increased participation of Sporting Events</p>	<p>clubs for girls football on a Friday. Lunchtime staff have received training about the importance of physical activity and ways in which they can support the children in increasing their physical activity.</p> <p>Tanisha Guy has trained some Y5 children as Sports Leaders - their role is to encourage more children to be physically active during play and lunch times.</p> <p>During the Autumn term we took 79 children, Spring term 34 and so far we have taken 34 children in Summer. These have taken place after school and have been run by Brad Cox from the Rhinos. These events included: Basketball, Benchball, Football, Multiskills, Netball, Dodgeball, Rounders, Cricket, Olympics, Dance and Sports Hall Athletics. This is an increase on the number of children who took part last year.</p> <p>The Y6 Football team won the Pudsey Cluster tournament and went through to a city-wide competition where they got through to the semi-finals. The Y4 Dancers came 3rd in their event.</p> <p>There has also been a mini-Olympic event where children across school could be selected to compete.</p> <p>Y6 children ran the Owlcotes Cup for Y4 children in the Owlcotes Cup.</p>	
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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>Provide varied and appropriate CPD to staff who are less confident in different areas of the curriculum</p> <p>Ensure that all staff are using appropriate vocabulary with the children and when applying any of the skills to physical activity and school sports.</p> <p>Improve the delivery and consistency of the PE provision across school.</p>	<p>Staff who either are less confident or those who request the support will receive CPD from Leeds United Foundation who use a CPD programme where staff teach alongside and receive feedback on their planning and delivery in order to improve their teaching. Rhinos staff, EB Physical Education consultants and PE lead to provide CPD for RQT's, Disseminate any National Strategies of key information from PE network sessions. Focus on making sure that lessons are inclusive and differentiated</p> <p>Key vocabulary progression document has been created and introduced to the staff. This is displayed in the hall for the staff to use during their PE lessons as well as in the KS2 playground so that the Learning Challenge and Vocabulary can be shared and referred to.</p> <p>All staff to be more competent in the delivery of the school PE curriculum.</p>	<p>Key Indicator 1 Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff voice commented on the whole how the CPD offers have provided them with a strong basis for their teaching. Some of the CPD providers will continue through the use of Rhinos and Elise. However Leeds United support will stop.</p> <p>Vocabulary progression document is still used and staff use the vocabulary in the lessons.</p> <p>Staff have started to use PE Pro and this will be</p>	<p><i>Leeds United Foundation CPD program and lunch time/after school club</i> £5495 based on 216 delivery hours <i>Specialist support from EB Physical Education Consultants to provide CPD for staff through lesson observations as well as delivering after school clubs</i> £6,240</p> <p>£2400 for 3 years</p>

<p>Ensure that pupils are being taught a varied and balanced curriculum that is suited to their level of development.</p> <p>Subject Lead to be aware of any updates and new initiatives which can be used to support the delivery of PE.</p>	<p>Monitoring of lessons and planning will take place by PE lead to ensure the teaching is consistently to high standard.</p> <p>Subject lead to attend meetings and training sessions held by Leeds West Leeds School Sport and Well School Partnership West Leeds.</p>		<p>maintained through additional CPD from PE Pro early in Oct 24. This will ensure that the staff are consistent in their delivery.</p> <p>PE leader attends and then where appropriate disseminates the information.</p>	
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<p>All pupils enjoy being active and want to increase their own physical activity and fitness levels.</p> <p>Play leaders to promote active lunchtimes to other children</p> <p>Promote a range of ways in which children can be active at play/lunch times through the use of displays.</p>	<p>Ensure that children in Reception-Y5 complete WUSU /Skipping daily and Y6 children to complete a mile at least 3 times per week. All staff to promote good activity levels during these activities to act as positive role models to the children and inspire them to achieve more</p> <p>Play leaders who have been trained to be active in their roles and support/encourage other to be active during lunch times and to maximize physical activity at lunchtime.</p> <p>Ensure that the resources in school are varied such as; indoor only foam balls, different sizes of air-filled balls, different sizes of footballs and basketballs. Storage of PE equipment to be improved to ensure that it is more accessible and the resources can be better looked after.</p>	<p>Key Indicator 2 Engagement of all pupils in regular physical activity</p>	<p>Resources and training has been delivered to lunch time staff about active lunch times and possible activities which could be done to enhance the children physical activity. More children are engaged in this.</p> <p>This started at the beginning of the year but needs a re launch in september as there were staffing changes.</p> <p>Lunch time staff are becoming more active in encouraging physical activity and there are posters in areas of the playgrounds for different activities.</p> <p>Equipment has been purchased to support the implementation of this and continue to engage the children.</p>	<p><i>Skipping ropes so that each class have a set.</i></p> <p><i>Display board for KS playground £200</i></p>
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<p>PE and school sport to be celebrated in assembly. Encourage all pupils to aspire to being involved in assemblies – including sharing successes out of school</p> <p>Share and raise the profile of Sport through class assemblies.</p> <p>Continue to use the document which has been created to record assessment in PE – so that all pupil’s abilities are monitored in the different areas of PE.</p>	<p>Achievements in PE and school sport to be celebrated in assembly, in the school newsletter and the school twitter feed. Successes out of school are also celebrated.</p> <p>Class assemblies will be planned for by PE Lead for events which take place either locally or which are European/World events. These will cover a broad range of sports to raise awareness including sports for people with disabilities.</p> <p>Remind staff to use the new PE assessment document to ensure that the progress of their children is monitored and then gaps in their learning can be addressed where appropriate. Staff to ensure they know what pupils can do and what they need to do next to improve.</p>	<p>Key Indicator 3</p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Achievements have been celebrated on Newsletters, twitter, school website PE section as well as on a display in school for all to see. Rhinos to deliver termly assemblies.</p> <p>All staff are aware of and have been following the new PE intent and LTP. This has ensured a broad and balanced curriculum which provides staff and children with a basis and skill set which are transferable to a range of more traditional sports.</p> <p>The assessment system has been adapted this year so that staff now complete this as part of the lesson so that they are able to react to what they are seeing both within lessons and to identify groups of children who either require additional support or challenge in the following lessons. This has been a positive move forward and staff seem to agree that there are benefits to this rather than at the end of the term.</p>	
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<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p> <p>Provide pupils with the opportunity to experience working alongside specialist coaches from clubs in the local area.</p>	<p>Additional Sports on offer – curriculum time to engage all pupils – Dance, climbing, OAA, Tchoukball, Kabadi, Skipping, Gymnastics</p> <p>Extra-curricular – Dodgeball, Netball, Football, Multi Skills, Dance, Benchball, Gymnastics</p> <p>Communicate with local clubs to secure relationships with them and then provide the children with a wider range of experiences which can in turn lead to more competitions.</p>	<p>Key Indicator 4</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<p>In terms of extracurricular activities we have provided a wide range of after school clubs for children to increase participation and engagement with activities which have been aimed at a range of groups of children.</p> <p>Clubs available to children have been:</p> <p>Year 1 Athletics Year 2 Gymnastics Year 3 Gymnastics, Girls football, handball and Cricket Year 4 Gymnastics, Hockey, Girls Football, Carnival Dance and Cricket Year 5 Basketball and Rounders Year 6 Netball and Dance</p> <p>Some children with SEND have attended a Ten Pin Bowling and SHA and have further plans for an Aqua Festival and Panathlon</p> <p>Children have taken part in Orienteering event run by Airienteers and Leeds Well School Partnership</p>	
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			<p>Some children attended the Active Travel event which was run in association with the Brownlee Foundation.</p> <p>We have struggled to tie down professionals to deliver coaching sessions.</p> <p>Local Private school offered Street Dance to Y6 pupils.</p>	
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<p>Ensure competition is accessible to all pupils in all Key stages.</p>	<p>Organise competitions for both KS1 and KS2 Team fixtures/friendly competitions and School Games competitions, plus competition through Local authority support package as above, and Well School Partnership. This will also Improve links with other schools at the same time providing excellent competition opportunities for children in all year groups. Provide opportunities across the Owlcotes MAT for children to compete.</p> <p>ALL children in Y4 to take part in OWLCOTES CUP during Summer 2 with other schools in the MAT.</p> <p>Ensure that children with SEND experience some of the vents on offer through Well School Partnership. SendCO to support the organisation of this.</p>	<p>Key Indicator 5 Increased participation in competitive sport</p>	<p>Brad from the Rhinos has provided regular events for the Pudsey Cluster which has resulted in 357 pupils have attended these events. This is a huge increase from the previous year which was only 195.</p> <p>Some children with SEND have attended a Ten Pin Bowling and SHA and have further plans for an Aqua Festival and Panathlon</p> <p>8 PP children have attended an Orienteering event run by Airienteers and Leeds Well School Partnership</p> <p>Some children attended the Active Travel event which was run in association with the Brownlee Foundation.</p>	
<p>Ensure that competition is included in PE SOW so that all pupils access competition situations within lessons.</p>	<p>Use the competition element included within SOW to ensure that pupils take part in informal competitions as part of their PE lessons as well as encouraging the children to beat their own personal best through lessons.</p>			
<p>Keep a record of pupils that have taken part in competitive sport so that all pupils have the opportunity.</p>	<p>A 'Whole school sports tracker' is used to ensure that all children take part in competitive sport. Children who have not taken part in competitive sport the previous year are a targeted for this academic year.</p>		<p>All registers are kept and teachers are told to keep a record of which children attend. PP children are monitored to ensure they</p>	

<p>Pupils in Year 2 and Year 4 to have the opportunity to take part in a skipping competition.</p> <p>All children in Y1 and Y6 to be taught basic skills linked to cycling in Y1 and then in Y6 the safety aspects of being out on a bike on the local streets.</p> <p>Wider range of school staff to support in taking children to events to allow more events to be attended</p>	<p>All pupils in Year 2 and Years 4 to learn different skips and be trained by Skipping School.</p> <p>Children in Y1 and Y6 will experience Balance ability and Bike ability training sessions. Y6 then complete the City Centre Cycle.</p> <p>More staff trained to drive the school Minibuses. All events shared with staff at the beginning of each half term so that they can sign up to what they are going to take children to.</p>		<p>attend something throughout the year.</p> <p>The Y4 skippers came 1st in the first stage of the Skipping Festival and then as a result of this were entered into the Leeds final where they came 3rd in their event.</p> <p>Y2 competed against other Leeds schools. Success continues to improve with Skipping.</p> <p>Bikeability (Y6) took place in December 2023 (75% of Y6 achieved Level 2 Bikeability and 82.5% of Y6 achieved Level 1 or 2 Bikeability) and Balanceability</p> <p>More staff have now been trained and some more staff are becoming more willing to take children.</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
<p>Ensure competition is accessible to all pupils in all Key stages.</p>	<p>Brad from the Rhinos has provided regular events for the Pudsey Cluster which has resulted in 357 pupils have attended these events. This is a huge increase from the previous year which was only 195.</p>	<p>This is a huge achievement and has meant more children across school have had the opportunity to take part in events with others in the Pudsey Cluster.</p>
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p>	<p>Clubs available to children have been: Year 1 Athletics Year 2 Gymnastics Year 3 Gymnastics, Girls football, handball and Cricket Year 4 Gymnastics, Hockey, Girls Football, Carnival Dance and Cricket Year 5 Basketball and Rounders Year 6 Netball and Dance Some children with SEND have attended a Ten Pin Bowling and SHA and have further plans for an Aqua Festival and Panathlon</p>	<p>This is a broad range of clubs which have been available across school this year.</p>
<p>Improve the delivery and consistency of the PE provision across school. Ensure that pupils are being taught a varied and balanced curriculum that is suited to their level of development.</p>	<p>Staff have started to use PE Pro and this will be maintained through additional CPD from PE Pro early in Oct 24. This will ensure that the staff are consistent in their delivery.</p>	<p>Staff have tried using this resource and most have found it useful hence us investing into using this for a further 3 years.</p>

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?	68.3%	<p><i>Children begin their swimming lessons in Y4 and then if required have further opportunities in Y5 and Y6 to achieve their 25m award.</i></p> <p><i>4/15 of the children who can't swim 25m are on the SEN register</i></p> <p><i>1 of the children cannot go in the water due to her skin condition</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	46.7%	<p><i>Children begin their swimming lessons in Y4 and then if required have further opportunities in Y5 and Y6 to achieve their 25m award.</i></p> <p><i>4/15 of the children who can't swim 25m are on the SEN register</i></p> <p><i>1 of the children cannot go in the water due to her skin condition</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	43%	
<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>	Yes/No	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	Yes/No	

Signed off by:

Head Teacher:	<i>Kathryn Dickson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Amy Wyatt</i> <i>PE Leader</i>
Governor:	<i>Guy Gibson</i>
Date:	Oct 2023 and then updated July 2024