



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
To embed Outdoor Play and Learning (OPAL) initiatives. To utilise local resources to promote physical development.	The development of the outdoor area means that pupils have greater physical development and fine/gross motor skills opportunities during outside sessions, playtimes and lunchtimes. Along time ensuring children have a full 60 minutes outside to engage in activities. Which has led to better concentration in class, and better quality of work. Increase in physical and mental well-being.	This year Bank View achieved the platinum-level award for OPAL. Now children have a full 60 minutes of additional activities at lunchtime through the implementation of OPAL play. We are seeing a rise in children accessing different play activities (role play, sporting, creativity etc). We are measuring this through pupil and staff voice
To provide swimming lessons for all our primary pupils	An increase in the number of children working towards the NC requirements by the end of KS2. Staff are confident in supporting pupils in the pool during swimming lessons.	A change in timetables/ providers has meant we now offer swimming lessons for all classes across the year. Hydrotherapy sessions are provided for SLD pupils to support their physical development. Due to the SEN needs access to additional swimming sessions for all classes will continue to be provided
Create an exciting PE curriculum offer that engages and excites all pupils. To give children the opportunity to engage in a wider range of sporting activities to develop sports day to include more competitive element	Teachers deliver enjoyable, active and progressive high-quality lessons in line with the NC objectives. Pupils have two hours a week of PE- with 1 hour delivered by a specialist PE coach. Learning opportunities were extended for all pupils who developed positive attitudes towards physical activity were maintained.	Pupils are introduced to new sports and activities to help improve their resilience and character. We continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved in sports and physical activity.

<p>Continue to up-skill staff and utilise the skills and expertise of specialist coaches and staff.</p> <p>Invest in developing the skills of key members of staff to take the lead in developing PE and Sport in our school.</p> <p>PE Subject Lead to attend the Local Authority Subject Leadership meetings/briefings</p>	<p>CPD provided to staff through observations of PE sessions improves teachers' practice.</p> <p>Pupils are provided with a range of physical development activities to engage in.</p>	<p>Opal mentors will continue to upskill staff in terms of play and personal and development.</p> <p>We also source external providers to upskill all staff.</p>
<p>Provide residential trips for pupils in Year 6 so that they can participate in normally 'out of reach' experiences.</p>	<p>More children than ever before went on the residential trip this year. This has encouraged children to open their eyes to different sports and ones which they may have never had the experience of before.</p>	<p>Pupils tell us that they enjoy the residential trips and that they create unique and memorable learning experiences.</p> <p>Pupil voice illustrates that our children enjoy exploring new sports and activities.</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
To ensure all pupils have access to PE lessons and school sports activities of the highest quality.	<p>PE leaders- ensure the PE curriculum is reviewed and adapted to meet the needs of all learners.</p> <p>PE leaders- will continue to expose children to different active activities.</p> <p>Teaching staff - they are delivering the PE lessons to the children.</p> <p>Children – They can understand the transferable skills between each sport.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport.</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 experience of a range of sports and activities offered to all pupils.</p>	<ul style="list-style-type: none"> All children have the opportunity to improve / progress due to the excellent teacher knowledge and skills in the area being taught. Children will be exposed to a wider range of sports. Ensuring the quality of equipment. Progress made in the knowledge, skills and understanding of an increasing range of sports and physical activity, evidenced and recorded through Seesaw/ assessments. Pupils have developed increased confidence, and upper body strength, balance and agility have been improved during rock-climbing sessions. Climbing wall sessions have been offered to all Primary pupils. Forest School lead (HLTA), class staff to support children. Staff trained to lead supporting pupils accessing the climbing wall. Class staff to support. Pupils have developed their sensory integration and spatial awareness alongside increased physical activity and 	<p>Judo- £3800</p> <p>Bike-ability £665</p> <p>Gymnastics- £1764</p> <p>Horse riding- £2520</p> <p>Yoga- £1880</p> <p>Sports Coach- £2280</p> <p>CPD</p> <p>Total: £12, 909</p>
To further develop OPAL so that children have access to different types of play and physical activities.	<p>OPAL team, class staff – responsible for planning and setting up Outdoor Learning Opportunities and reviewing risk assessments.</p> <p>Pupils taking part in OPAL to look after the resources.</p>	<p>Key Indicator 2: Increase engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 3: The profile of PE and sport is raised across</p>	<ul style="list-style-type: none"> Pupils play more deeply, plan their play and regulate their needs and social relationships more skillfully. Improved equality of play for all pupils. High levels of engagement leading to a reduction in inappropriate behaviour. 	<p>OPAL resources</p> <p>£2000</p>

	Class teachers- will create more time to	the school as a tool for whole school improvement.	<ul style="list-style-type: none"> • Pupils become confident risk takers and problem-solvers. • Pupils can understand the transferable skills between each sport and use the skills during break times. • Pupils continue to have access to a range of high-quality play activities and play equipment throughout the day. Improved physical skills for all children. OPAL offer to continue being developed to improve outcomes for all pupils. • Forest school sessions will continue to be offered. • Opal Activities, Scooters, Art trolley etc periodically to allow a smooth transition. Regularly meet with the Opal team to ensure all aspects of first Aid / Safeguarding etc are all kept to the highest standard. 	
To raise the attainment in swimming. (Top up swimming and water safety session).	Class staff – responsible for attending swimming lessons with children/getting in the pool to support children in the water. PE lead – they will need to have a swimming overview/data sheet and a breakdown of the academic year regarding which class/year group is swimming each half term. Pupils taking part in swimming lessons.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> • Children across all year groups develop their swimming techniques and increase their confidence. • Children work towards achieving 25m by the end of Year 6. For Year 3 it is the start of their swimming journey. For Years 4 and 5, it is building up to achieving 25m when they reach Year 6. 	Swimming- £2368
To develop the lunchtime/ after-school curriculum offer.	PE leader- to arrange time table Support staff to offer sessions SLT- to make the sessions accessible to all by supporting children from disadvantaged families Parents- to be encouraged to come and collect/ support their pupils.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 5: Increased participation in competitive sports.	<ul style="list-style-type: none"> • Increase the opportunity to develop specific skills related to different sports, which can also lead to discovering new interests or talents. • Develop a love of physical activity • Parents may become more involved in school activities, fostering a stronger school-community relationship 	

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>To ensure all pupils have access to PE lessons and school sports activities of the highest quality.</p>	<ul style="list-style-type: none"> • Children continue to receive high-quality P.E. and children are given a wide variety of experiences in sport. • High-quality PE lessons and sports activities have helped to improve pupils' physical fitness and academic progress. We have seen an improvement in pupils' motor skills, coordination, and physical literacy. • We offer a broad range of sports, such as gymnastics, dance, martial arts, yoga, and non-traditional sports like ultimate frisbee or rock climbing, exposing students to activities they might not encounter in regular PE classes. • More pupils have been allowed to engage in sports activities they have now participated in before. • Children have accessed weekly forest school sessions which has helped develop skills, confidence and enjoyment of being outside in a different environment. This has also helped pupils practice and generalize skills. • Training additional staff members in supporting children on the climbing wall has enabled more children to access this activity and has helped build the children's confidence and self-awareness. • Children who have accessed rebound therapy sessions have developed their sensory integration skills and spatial awareness. • Staff understand health and safety in the playground and how to structure and zone playground activities. • Class teachers are confident in their ability to incorporate apparatus and structure play for different Key Stages • Class teachers have improved subject knowledge for future CPD 	<p>By ensuring high-quality PE lessons and sports activities for all pupils, by using the sports premium budget we have been able to provide a range of physical/ sports activities that go beyond our curriculum offer. This has encouraged children to open their eyes to different sports and ones which they may have never experienced before. This approach not only supports the physical and mental well-being of students but also enhances their academic and social development, leading to a more inclusive and effective educational environment.</p>
<p>To further develop OPAL so that children have access to different types of play and physical activities.</p>	<ul style="list-style-type: none"> • Children's playtimes are more active and behaviour has improved a lot as the children are more active. • Through OPAL playtimes we have seen an improvement in pupils' social skills through sports such as teamwork, leadership, and communication skills. • Pupils have been allowed to further develop their skills through using a wide range of resources. • Outdoor provision has continued to be improved which has enabled most 	<p>Developing the OPAL program to provide children with access to a variety of play and physical activities has significantly enhanced their physical, cognitive, social, and emotional development. By investing in diverse play equipment, creating different play zones, ensuring inclusivity, and training staff, we</p>

	<p>children are participate in meaningful and regular physical activity at playtimes.</p> <ul style="list-style-type: none"> • Staff know about the ethos and principles behind OPAL. • Staff have improved subject knowledge for future CPD. • Staff understand the role and benefits of play 	<p>have created an enriching outdoor environment that supports the holistic development of every child. This has not only benefited individual students but also contributed to a positive, inclusive, and dynamic school culture.</p>
<p>To raise the attainment in swimming. (Top up swimming and water safety session).</p>	<ul style="list-style-type: none"> • All primary classes (apart from EYFS) have attended swimming sessions above the National Curriculum expectations which has helped improve swimming standards. • Pupils leave primary school with the skills to be able to safely enjoy water – both recreationally and for fitness. • Swimming provision and assessment lead to improved attainment in swimming. 	<p>Swimming is a vital life skill that we prioritise at Bank View, therefore we continue to provide additional swimming lessons for all ks2 pupils to ensure we give them the best chance possible at reaching the end of key-stage 2 standards.</p> <p>The teaching team are going to review the swimming timetable for 24-25 to ensure we maximise the opportunity for pupils to progress in their swimming lessons.</p>
<p>To develop the lunchtime/ after-school curriculum offer.</p>	<ul style="list-style-type: none"> • We offer a broad range of lunchtime sports and activities. • Due to the increased participation we are in-house school competitions. • Pupils gain a better understanding of rules that keep competitive games fair – understanding the rules, respecting the rules and playing by the rules. • Pupils accept new challenges and accomplish goals which boosts self-esteem, confidence and pride. • Pupils develop tolerance and the ability to control their emotions and responses to not coming first in track and field events in a safe, supportive environment. • Pupils learn to congratulate the winners and reflect on how they can improve next time without taking it as a personal failure. • Pupils recognise the skills and talents of others and appreciate more fully what it means to be a team. 	<p>Developing the lunchtime and after-school curriculum offered by broadening the range of sports and activities available to all pupils and increasing participation in competitive sports has contributed to pupils' overall development, school engagement, and community involvement.</p> <p>More work to be done on developing our participation in local school events- to to their SEN needs it has been a challenge to find opportunities for our pupils.</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?	37%	This year, we have utilized Stockbridge Village Baths, offering two weekly half-hour sessions. This schedule ensures that all KS2 pupils, including those with special educational needs (SEN), receive swimming lessons for three half-terms each year, maximizing their chances of achieving the 25-meter distance. With 18 swimming lessons each year for students in Years 3, 4, 5, and 6, we have achieved our highest-ever scores for pupils confidently swimming the 25-meter distance. Additionally, tailored support and adapted teaching methods have been implemented to help SEN students improve their swimming abilities, ensuring an inclusive approach that benefits all our pupils.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	25% - Pupils can all use front stroke and backstroke	Unfortunately, as the majority of our children are non-swimmers, a lot of them are fearful of water. Through regular swimming lessons we support them in overcoming their fear of water. However, even with an hour of swimming each week, this is not enough time to allow the children to learn a range of strokes. Children are taught to perform the front crawl and backstroke with confidence and proficiency. The breaststroke is then introduced, as it is one of the most technically challenging strokes for young children to master. Our children find this particular technique extremely challenging. Front crawl and backstroke are taught with an emphasis on straight legs and feet together, whereas the breaststroke is taught with an emphasis on legs moving outwards and then inwards.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>75%</p>	<p>All children are taught safe self-rescue from the early stages of their swimming journey. It is implemented into the swimming sessions by children learning about what it means the importance of it, and how to perform it using essential techniques. Theory lessons are also delivered to the children by the PE lead to ensure they fully understand it, know how to perform it and what techniques are used to achieve it. This is then put into practice in the swimming pool. We do a lot of water safety activities on dry land during our lifeskills and circle time sessions, this enables us to develop their understanding further. During swimming lessons, pupils practice applying the skills and knowledge they have previously learned. 25% of pupils who did not meet this target, this is due to their cognitive ability.</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</p>	<p>The majority of our students start as non-swimmers, and we are committed to helping them overcome their fear of water. Recognising swimming as a vital life skill, we provide additional swimming lessons to ensure all pupils meet the end-of-KS2 standards. Many of these sessions are funded with sports premium money, which we believe is a crucial investment in our students' futures. This year, our dedication has resulted in the best swimming outcomes we have ever achieved, demonstrating that this funding significantly improves the life chances of our pupils.</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>No</p>	<p>This is because we pay into a service with qualified teachers. However, we are going to provide CPD for support staff who get into the pool to support the sessions. All support staff who attend swimming lessons with the PE lead, support the children during the sessions by motivating and encouraging children to perform at their best.</p>

Signed off by:

Head Teacher:	Juliette Gelling
Subject Leader or the individual responsible for the Primary PE and sport premium:	Richard Bronec- PE co-ordinator Jamie-Rose Devine- Head of Primary
Governor:	<i>Alan Jackson</i>
Date:	27.07.24