



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 this year's spend and key achievements for 2023/2024

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

Activity/Action	Impact	Comments
Sport specialist support staff have been employed, with a view to developing the provision of sport and physical activity during school lessons, during break and lunchtimes and when small groups of children require movement breaks. PE leadership attended curriculum-design CPD and has subsequently designed and implemented a progressive and broad PE curriculum, the aim of which is to take children on a journey during their time at Shaftesbury Primary School. This starts with the learning of key skills, progression through technique implementation in specific sports and into the culmination of the children understanding some of the basic tactics that are required to succeed in sport. The changes were guided, in part, by a pupil voice survey into the perceptions of PE at school, and a staff voice survey to gain an understanding of their experiences as teachers of PE and Shaftesbury Primary.	The ability to teach engaging PE lessons, with confident and competent staff, has been more possible with small-sided games and activities being used in more PE lessons. PE lessons are less repetitive, with clear progressions and a wider variety of sports being taught throughout the school, courtesy of the new PE curriculum. Class sets of equipment have enabled more active lessons. Structured "free-play", with specialist staff modelling and facilitating activities (supporting our OPAL roll out) has increased the breadth and depth of activities that the children can participate in during break and lunchtimes.	PE lessons are much more active, to the eye, and the children appear (anecdotally) to be enjoying greater opportunities to join in. Time will tell as to whether the progressive "journey" has the desired impact of increasing the number of children who engage in sports into their secondary school education. Activity levels during breaktimes are higher now than they were before the roll-out of OPAL began. There is an obvious desire for children to represent the school in multi-school festivals.

The library of PE equipment has continued to develop, with sufficient equipment for small-sided games and activities which support high-engagement PE lessons. Swimming has become a high priority, with a strategy being implemented that aligns with a funding package that has been secured from Active Dorset. The results of this will be reported on in the next academic year. The PE and Health leader has lead a staff meeting that included a CPD session that covered how to increase the levels of activity in PE lessons. Development of the outdoor spaces to offer engaging and varied learning and free play opportunities. Review and relaunch of our PE and Health strategy, which focused on improving the healthy eating habits of our children during school hours.	Certain children are more engaged during classroom lessons when they have access to meaningful and impactful movement breaks, which are supported by our specialist staff. The school's access to competitive opportunities has been enhanced, especially in relation to our ability to attend off-site festivals. In the last 12-months, we have attended Tag Rugby, Football, Netball, Athletics and Dance events, and have engaged in more girls football opportunities consistently throughout the year. OPAL continues to be rolled out. There are plans to rewild the perimeter of the school field, using trees to create play and learning zones that the children can access throughout the day. Fewer processed snacks and lunchbox items have increased the children's engagement in lessons, and generated greater engagement from them in the fresh foods that they eat.	
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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

Continue to employ specialist PE staff	Pupils Teachers Support staff	Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	PE lessons will be supported in a way that enables smaller sided games to be played. This has a proved positive impact on levels of activity and involvement of the pupils during their lessons. The added benefit is the upskilling, through partner teacher, of less confident staff and models how lessons should look to other observing support staff, thus increasing their ability to teach active and purposeful lessons in the future.	Staffing Costs of £11,500 (PE leader time, support staff, curriculum support staff development time)
CPD for teaching staff	Teachers Students	Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	In order to teach our PE curriculum to a high standard, teachers need to be confident planners and teachers of lessons that are effective learning opportunities for their pupils. Sport specific or more general PE training opportunities will increase the confidence of teachers to prepare and teach high quality and impactful PE lessons.	

Introduce regular competitive sport at lunchtimes	Pupils Lunchtime supervisors	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils Key indicator 5 - increase participation in competitive sport	A programme of inter-house tournaments for key stage 2 children will offer opportunities for them to compete with and against each other. Furthermore, children who might not usually be picked to represent the school in inter-school fixtures will have the chance to participate in matches. This will increase their confidence, the connection that they feel to the school and each other and will enable them to positively challenge their peers who do compete for the school on a regular basis. Organised sport at lunchtime will take the pressure of supervising staff, thus enabling them to focus on other areas of the playground and field areas.	
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Engage in regular inter-school competition	Teachers Pupils	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils Key indicator 5 - increase participation in competitive sport	Sports fixtures, competitive and friendly, against other schools will give the more competent sporting pupils the chance to challenge themselves against equally competent opponents. The matches provide chances for the children to learn how to win, lose and draw well, which will have a wider impact on each pupil's character, therefore having a positive knock-on effect on their overall schooling. A programme of developmental festivals will increase the opportunities for children to try new sports, or have a go in a more challenging environment than they might have done before. This ties in with the guiding principle of our PE curriculum, which is that there is a sport for everyone.	
Increase impact of SAST PE Group	Teachers Pupils Partner schools and their pupils	Key indicator 1 - increasing all staff's confidence, knowledge and skills in teaching PE and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	The ongoing establishment of a collaborative group of PE teachers and leaders within the trust will allow us to share ideas, resources and initiatives with each other, to the benefit of the breadth, depth and equity of the PE and sporting offer in the area. Once the group is established, the benefits will greatly enhance our ability to provide high quality and impactful sporting opportunities to a large group of pupils.	

Replace and replenish PE equipment library	Teachers Pupils	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	The school's ability to teach high quality and impactful PE lessons is directly impacted on the suitability and availability of PE equipment that ensures that pupils can work in small groups or teams. The fewer the number of people in a team or group, the more time they will have being actively involved in the lesson, and this in turn presents more learning opportunities per lesson. By ensuring that a class set of equipment is available for teachers to use, teachers are supported in their planning, and the pupil's development is enhanced, helping to create more active young people.	Total £8250 – sporting equipment
Invest in OPAL provision	Pupils Support staff Lunchtime supervisors	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	The main premise of OPAL is that children can pick and choose what they do or play with during their breaktimes. It is our responsibility that there is enough equipment, supporting a variety of play types, for the children to play with what they want without having to wait a long time for a turn. By keeping the playtime equipment up to date, safe to use and varied, the children will have more activities to choose from which will allow them to play and be active in many different ways.	

Sign up to and complete local Year 6 sport leaders programme	Pupils	Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement	Children with an interest in sport will be able to attend activities and learning events with children from other schools in the area in order to develop their understanding of sport and physical activity. This will enable them to bring skills and ideas back to school, which will be implemented during break and lunch times through the leading of activities for their peers. They will also be given greater responsibility when it comes to Sports Day, and other significant sporting events at school.	
Apply for School Games Mark	Pupils All staff Wider school community	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement Key indicator 4 - offer a broader and more equal experience of a range of sports and physical activities to all pupils	Our engagement in the School Games Mark programme will require a concerted effort from the entire school community. This will breed greater enthusiasm for all aspects of sport and physical activity, which will have long lasting impact for the children and their families from within our school family.	
Introduce a Healthy Schools Day into the school year	Pupils All staff Wider school community	Key indicator 2 - increasing engagement of all pupils in regular physical activity and sport Key indicator 3 - raising the profile of PE and sport across the school, to support whole school improvement	A day that is focused on the children's physical and mental health will provide them with some of the tools required for them to make healthier lifestyle choices throughout their childhood and into adulthood.	

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
Specialist PE support (Full time appointment and utilisation of external agencies)	Our full time PE and sports assistant has provided structure to breaktime games, and this has enabled children to spend more time playing and benefiting from their physical activity than they had been before. The assistant has also supported the delivery of PE lessons, and has allowed for teachers to plan to use small-sided games and activities that provide more opportunities for the children to get involved in the lessons. At times, the PE specialist has taken responsibility for planning and/or leading lessons so that the lead teacher can benefit from time observing in an informal CPD capacity. Our PE curriculum has been further supported through the employment of external agencies, who have taught PE lessons throughout the school, often exposing the children to sports that they have not yet experienced in any depth.	PE lessons that have involved the PE assistant have been visibly more active, and informal conversations with colleagues and pupils have revealed how much the input from the assistance has been appreciated. There have been fewer instances where team sport has had to be cut short during breaktimes, and this is because of the supervision and organisation that the PE assistant has provided. The wider impact during breaktimes is obvious, with the rest of the supervision team being able to focus their attention on the different zones of our playground and field environment. The external agency has introduced the children to different sports, and this has aligned with the new curriculum, which is rooted in the understanding that there is a sport for everyone.
Investment in our PE Equipment library	Our investment in the PE equipment library has impacted on two areas of our sport and PE provision. 1) More equipment has enabled teachers to plan and deliver PE lessons that the children can get involved in, with there being enough equipment for a class to work with at a time. 2) A more varied library has supported the roll-out of a PE curriculum that is based in the understanding that there is a sport out there for everyone: it has	Our ability to teach the skills and knowledge required for less popular or well-known sports has been greatly enhanced with a greater variety of equipment in our library. Furthermore, we have been able to replace old, worn or broken equipment that ensures that teachers can plan and teach PE lessons in the knowledge that there is a class set of resources that are in a workable condition and are safe to

	been possible to teach different sports throughout the school.	use.
Launch of OPAL	Playtimes look a lot different to this time a year ago. Our investment in the “Outdoor Play and Learning” curriculum has enabled us to greatly enhance our playtime provision. Construction toys, additional sports equipment, wheeled toys and dance resources are regularly used by children of all ages, and as a consequence they are learning to share, create games and work together to ensure that the resources are available and suitable for everyone to use.	The number of issues that arise during breaktimes is greatly reduced, and the children who would typically take over playing areas with large games of football are now much more likely to be found building structures or dens or creating games with a tennis racket and some balls. The development of the children’s ability to “play” is very much improved.
Tree Day (Children planted over 500 trees around the school site, and they took part in other outdoor activities throughout the day)	All of the children spent at least 2.5 extra hours outside during “Tree Day”, as they planted trees, built bug homes and hedgehog holes and planted wildflower areas. Most of the trees have survived the winter, and when the children have had access to the field, they have been spending time in the mown spaces between the trees and running along the paths that have been cut. The children all talk favourably of their tree planting day, with many still visiting the areas where they did some planting. They regularly walk around the rewilded areas, looking at and commenting on the bugs and birds that they see. The enhancement of our local environment is an added positive impact of Tree Day.	Tree Day is an important part of our work to develop a more varied and diverse environment, not just for the local wildlife but for the children too. Previously, our school field was a green rectangle that offered little shade or opportunity for the children to do much else other than play sports or sit and talk. Now, along with the launch of OPAL (above), the activities that take place on the field during breaktimes are as diverse as the variety of plants and trees that border the space. The legacy of tree day will be more shade, more chances to be physically active and more places to spend time outdoors in.
Competitive inter and intra-school events	Children have enjoyed numerous competitive fixtures this year, some of which having included coaching activities too. The variety of sports and fixture or festival type has enabled a vast mixture of children to represent the school throughout the year. Many of these children hadn’t participated in a school fixture before, and a large proportion receive free school	The pupils really enjoyed the opportunities to be competitive this year, and the variety of sports, including cricket, football, tag rugby, dance and quidditch, ensured that a large number of different children were able to take part in a sport or activity that interested them.

	meals and/or pupil premium opportunities. As well as school fixtures and festivals, children had the opportunity to take part in an inter-house football tournament. The tournament enabled those children who missed out on regular “fixture” football to have the chance to play competition football over a 3-week period. Throughout the tournament, the children built strong connections with their peers (not always people who they’d spend time with) and worked with each other to organise effective and cohesive teams.	During the interhouse tournament, the children showed a real sense of togetherness and sportsmanship, and they regularly demonstrated a level of positivity and resilience regardless of how their matches were going.
Staff CPD	4 staff completed the Swim England Support Teacher of [Primary] School swimming qualification in November, and this enabled us to deliver swimming teaching to pupils from year 4, 5 and 6 at a vastly reduced cost to the parents. An additional benefit to having our staff teach swimming has been the team and shared planning which has not previously been a feature of our swimming provision. Furthermore, children been able to move between groups (split by swimming ability), and this has motivated other children to work harder during their swimming lessons in order to “move up” a group.	The professional conversations that those who have completed the swimming qualification have had have demonstrated much greater value to the training than just the ability to plan and teach lessons. Furthermore, the networking opportunities that we benefitted from during the training has opened doors beyond our own school. One such opening relates to establishing a swimming gala event with the support of staff at the training and swimming venue, and other schools in the area.
SAST PE Group	The creation of a SAST (MAT) PE group has created clear pathways for the sharing of expertise and opportunities between schools within the trust. One example of a positive impact of this PE group is the sharing of free equipment initiatives that are run by a national retailer, and it is my understanding that some recipients of the news of this initiative were able to secure equipment worth approximately £200.	The PE group continues to develop, although some barriers to a SAST-wide group still remain. It is the plan that the group will grow into a resource, planning and expertise sharing platform that increases the equity of PE and physical activity opportunities throughout the trust.

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?	32%	<i>22 out of 68, although two children missed swimming with us as they joined after the swimming programme was completed.</i> <i>Time in a pool was limited, due to restrictions on coach travel and bookings immediately after ours in the pool, which meant that any lost time caused by transport delays (linked to overrunning early school runs) impacted on the children's time in the pool.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	21%	<i>14 out of 68</i> <i>Not all competent swimmers over 25m were able to master any other strokes than front crawl</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	63%	<i>Self-rescue was an important part of our swimming curriculum, with practical lessons supplemented by PSHE lessons linked to Drowning Prevention Week.</i>
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?	No	<i>We have accessed funding for swimming, through the Opening School Facilities scheme.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	

Signed of by:

Executive Head/Head of School	<i>Matt Barge & Kelly Fletcher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ben Smiley (Class Teacher and PE & Health Lead)</i>
Date:	July 2024