



# 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
<ul style="list-style-type: none"> <li>- Provision of Dance workshops for all children throughout the school.</li> <li>- Affiliation to local sports' competition network through the Royal Latin School.</li> <li>- Curriculum mapping for PE.</li> </ul>	<ul style="list-style-type: none"> <li>- All children participated in the workshops.</li> <li>- Standards raised in dance.</li> <li>- Raised the profile of dance in school by showcasing performances across the school</li> <li>- Children had opportunities to participate in competitive football tournaments in Year 3 and 4.</li> <li>- PE curriculum reviewed to ensure breadth and balance and that all children accessed two hours of PE a week across a range of areas.</li> </ul>	<ul style="list-style-type: none"> <li>- Children commented on enjoying the workshops during pupil voice as part of subject monitoring.</li> <li>- Children enjoyed the competitions and this raised the profile of competitive sport in the school.</li> <li>- This has supported timetabling with the expanding of the school. Subject Monitoring confirmed that children accessed a broad and balanced PE curriculum with regular physical activity.</li> </ul>

<ul style="list-style-type: none"> <li>- Installation of new outdoor gym equipment on school field for children to be more physically active during break times and lunchtimes.</li> <li>- Extra curricular dance clubs 2 mornings a week offered by Claydon's academy. [cheerleading and streetdancing]</li> <li>- Extra curricular sports clubs offered by S4A including football, dodgeball, cricket, hockey.</li> <li>- Progression of skills document developed to ensure that PE skills and knowledge are built upon sequentially and that children develop confidence, competence and experience throughout their time at Maids Moreton.</li> <li>- Replenishment of sports equipment for EYFS and KS1 and addition of new school sports equipment for Lower Key Stage 2 to ensure children are able to access and utilise plentiful and high quality equipment.</li> <li>- Sports Day for EYFS, KS1 and KS2 in Summer Term with the introduction of KS2 field, as well as track events.</li> </ul>	<p>Children had a wider range of choices at break time to ensure they could more physically active.</p> <p>33% of children attended the morning dance clubs on offer from all year groups. Some of the children joined the same provider's out of school dance club as a direct result.</p> <p>49% of children attend one or more the S4A sports clubs on offer from all year groups.</p> <p>Progression of skills document provided useful guidance to staff on the hierarchical skills that children need to acquire and the sequence in which these should be taught.</p> <p>New equipment purchased for gymnastics and games for EYFS, KS1 and LKS2</p> <p>100% of pupils participated. Parents appreciated the new events and the combination of competitive and non competitive opportunities.</p>	<ul style="list-style-type: none"> <li>- Children across all year groups have used the outdoor PE equipment. Observation at play times and pupil voice indicated that children regularly engaged with the new equipment.</li> <li>- Children really enjoyed the clubs on offer and many attended specifically for interest, not solely for childcare reasons.</li> <li>- The clubs were well attended and popular amongst the pupils.</li> <li>- Staff felt more confident in the progression of skills for the different components of PE.</li> <li>- The new equipment was well utilized in both curricular and extra curricular time.</li> <li>- Older children enjoyed the responsibility of officiating for the EYFS/KS1 events. New field events introduced.</li> </ul>
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## Key priorities and Planning 2023-2024

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
Introduce lunchtime sports provision linked to S4A sports competitions	Teaching staff – to lead sessions Pupils from KS2 to participate.	<b>Key indicator 2</b> -The engagement of all pupils in regular physical activity  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal  More pupils encouraged to take part in PE and Sport Activities and appreciate the benefits.	None
Affiliation to full programme of events through the S4A/Royal Latin Sports Partnership	Teaching staff – organizing team and attending festivals Pupils – attending festivals Parents – transporting children to/from festivals	<b>Key Indicator 3:</b> Raising the profile of PE and sport across the school.  <b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.  <b>Key indicator 5:</b> Increased participation in competitive sport.	Children and parents attending sports festivals will raise profile of PE and sport.  Pupils will participate in a wider range of sports, including new and unfamiliar ones.	£1800

<p>Affiliation to Aylesbury Vale Athletics Association</p>	<p>Teaching staff – organizing and attending events</p> <p>Pupils – attending events</p> <p>Parents – transporting children to/from events</p>	<p><b>Key indicator 5:</b> Increased participation in competitive sport.</p> <p><b>Key Indicator 3:</b> Raising the profile of PE and sport across the school.</p>	<p>KS2 pupils to have the opportunity to participate in competitive sporting events and appreciate the enjoyment and team spirit.</p>	<p>£50</p>
<p>Dance workshops with Claydons’ Academy</p>	<p>Teaching staff – CPD to develop confidence and knowledge</p> <p>Pupils – increased participation</p>	<p><b>Key Indicator 1:</b> Increased confidence and knowledge and skills for staff</p> <p><b>Key Indicator 4:</b> Broader experiences for children</p> <p><b>Key Indicator 2:</b> Engagement of all pupils in regular physical activity</p>	<p>Pupils to appreciate the benefits of dance. Staff to develop and improve their knowledge in dance and then be able to transfer to their own dance teaching in the future.</p>	<p>£950</p>
<p>Introduction of House System</p>	<p>Pupils – all will be allocated to a house and will participate in competitive Sports Day and inter-house sporting competitions</p> <p>Teaching staff – organizing house events.</p>	<p><b>Key Indicator 5:</b> Increased participation in competitive sport</p> <p><b>Key Indicator 3:</b> Raising the profile of PE and sport across the school.</p>	<p>New opportunities for pupils to participate in a team competitive arena. Events can be built upon each year.</p>	<p>None</p>
<p>Extra curricular dance clubs 2 mornings a week offered by Claydon’s academy. [cheerleading and street dancing]</p>	<p>Pupils –attending clubs</p>	<p><b>Key Indicator 4:</b> Broader experiences for children</p> <p><b>Key indicator 2</b> -The engagement of all pupils in regular physical activity</p>	<p>Pupils to appreciate the benefits of dance. Pupils to be signposted to dancing opportunities outside school.</p>	<p>£1900</p>

<p>Line marking and playground resurfacing for netball and basketball courts</p>	<p>Teachers-teaching PE Pupils –participating in PE.</p>	<p><b>Key indicator 2</b> -The engagement of all pupils in regular physical activity</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 3:</b> Raising the profile of PE and sport across the school.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport</p>	<p>Lasting provision for the teaching and participation in netball and basketball.</p>	<p>£6785</p>
<p>Purchase new kit for inter school sports' competitions enabling children to feel team identity and pride when competing.</p>	<p>Pupils –representing the school in new kit.</p>	<p><b>Key Indicator 3:</b> Raising the profile of PE and sport across the school.</p>	<p>Children will feel pride in representing the school and belonging to the team.</p>	<p>£732.30</p>
<p>Replenishment of sports equipment for addition of new school sports equipment for Upper Key Stage 2 to ensure children are able to access and utilise plentiful and high quality equipment. Purchase equipment required to participate in competitive sports, e.g. for football, netball, basketball, tag rugby, tennis, cricket, athletics.</p>	<p>Teachers –for teaching PE Pupils – for participating in PE.</p>	<p><b>Key indicator 2</b> -The engagement of all pupils in regular physical activity</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 3:</b> Raising the profile of PE and sport across the school.</p>	<p>Lasting provision for a wide range of new sports for children in UKS2.</p>	<p>£4500</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
New lunchtime sports provision linked to S4A sports competitions.	Children in KS2 had the opportunity to participate in staff run lunchtime clubs to build confidence and experience of new sports. This included netball, tag rugby, cricket, rounders, hockey. Clubs were popular and well attended.	Children had a wider range of sporting experiences which has carried forward into their choices of games during break and lunch times. This will continue in 2024-2025.
Affiliation to full programme of events through the S4A/Royal Latin Sports Partnership	Children in all key stages across the school participated in the 18 festivals of offer across a wide range of sports. 60% [53/88] of pupils attended one or more of the festivals, with many children attending on multiple occasions. Engagement and enjoyment was high. 15 children in Year 5 attended the Transition Games in July.	This gave children new opportunities to experience new sports, play competitively and work as a team. This will continue in 2024-2025.
Dance workshops with Claydons' Academy	All children from EYFS to Year 5 received 6-12 weeks of specialist dance tuition. Staff expertise and confidence in the teaching of dance was also positively impacted.	This continued to build the positive attitude and confidence towards dance in particular for both staff and pupils.
Affiliation to Aylesbury Vale Athletics Association	20 children from across KS2, represented the school at the AVA cross country championships in April.	This gave children to represent the school in competitive sport. They felt a sense of team pride. This will continue in 2024-2025. Children will also have the opportunity to represent the school at the district athletics championships.



<p>Introduction of House System</p>	<p>The house system was successfully launched. Sporting opportunities included house cross country and house sports day, with children competing in track and field events.</p>	<p>This gave children new opportunities to experience new sports, play competitively and work as a team. New events will take place in 2024-2025</p>
<p>Extra curricular dance clubs 2 mornings a week offered by Claydon's academy. [cheerleading and street dancing]</p>	<p>30% of children attended one or both of the clubs on offer. 3 children represented the dance academy outside school at a performance at the Aylesbury Waterside Theatre.</p>	<p>This continued to build the positive attitude towards PE and dance in particular. It gave children wider experiences both in and out of school.</p>
<p>Line marking and playground resurfacing for netball and basketball courts</p>	<p>Children were able to practise and participate in new sports. Standards raised in games. At the Year 5 games, the netball team finished in first place.</p>	<p>This gave children new opportunities to experience new sports, play competitively and work as a team. In addition to the curricular offer, we have been able to run lunchtime clubs and competitions using the courts.</p>
<p>New kit for inter school sports' competitions purchased enabling children to feel team identity and pride when competing.</p>	<p>Children were able to participate and represent the school in their new kit.</p>	<p>This gave children pride and a sense of team identity. This has had a really positive impact on the profile of sport within the school environment.</p>
<p>Replenishment of sports equipment for addition of new school sports equipment for Upper Key Stage 2 to ensure children are able to access and utilise plentiful and high quality equipment. Purchased equipment required to participate in competitive sports, e.g. for football, netball, basketball, tag rugby, tennis, cricket, athletics</p>	<p>Children were able to practise and participate in new sports. Standards raised in games.</p>	<p>This gave children new opportunities to experience new sports, play competitively and work as a team. This has been very successful. In addition to the curricular offer, we have been able to run lunchtime clubs and competitions using the new equipment.</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?	N/A	<i>We do not currently have a Year 6 cohort.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	N/A	<i>We do not currently have a Year 6 cohort.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	N/A	<i>We do not currently have a Year 6 cohort.</i>

<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>No</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</p>	<p>Staff involved with swimming given appropriate training and updates.</p>

**Signed off by:**

<p>Head Teacher:</p>	<p><i>Keira Ainsworth</i></p>
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p><i>Nigel Troup</i></p>
<p>Governor:</p>	<p><i>Alistair Brizell, Chair of Governors</i></p>
<p>Date:</p>	<p>22<sup>nd</sup> July 2024</p>

