



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Completed September 2023

Reviewed and Evaluated

September 2024



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 increase the engagement of pupils in physical activity daily, during lunchtime, break times and after school in a variety of different sports.	A range of different afterschool clubs have been running throughout the year including a musical theatre, boxing, tennis, cheerleading and other clubs from previous year. This has ensured that children are offered a breadth of opportunities to experience different sporting applications above just the curriculum offer. Playground friends run lunchtime activities to ensure active play. House captains come down and support reception and year 1 play to ensure all children are engaging in daily physical activity.	This has been hugely beneficial to the children this year and should continue to be implemented. The house captains this year thought of several new initiatives that can be implemented in the future and have started to set in motion to ensure pupils are being physically active in a variety of ways.
To ensure that assessment is embedded across the curriculum and is purposeful and informative both for end of key stage assessments and the use of core tasks at the start and end of blocks.	The coaching model has been used successfully across the school with subject leaders sharing planning, delivering model sessions and working alongside staff to ensure subject knowledge and pedagogical approaches are delivered effectively.	Core tasks are proving a great resource for showing progression and assessing the children. The end of key stage assessments are allowing the next teachers to set up appropriate interventions to support the children as they begin the new year.

<p>To explore opportunities for links with other schools in our local community. Including those in TWSSP and who are not part of the school sports partnership.</p>	<p>Entering multiple competitions allow all children to have the opportunity to compete in sporting events for Redhill.</p>	<p>This year, the children have been involved in a wider range of competitions in the community, for example, the Crossbar Cup and the ESFA competition.</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 _ to be completed at the end of the academic year
<p>To develop the dance unit overviews to support staff when teaching and delivering dance.</p> <p>Staff to attend PE/sport specific CPD provided by Telford & Wrekin School Sports Partnership.</p>	<p>Subject leaders revising the unit overviews and progression of dance</p> <p>TAs and teaching staff</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p><i>Subject leaders to work alongside sports coach to support with curriculum development and use of unit overviews.</i></p> <p><i>Subject leaders to develop the dance knowledge and skills document to ensure a progressive curriculum.</i></p> <p><i>Subject leaders to lead staff meeting to support staff in the new unit overviews.</i></p>	<p>Increasing confidence of staff to teach dance now and in the future.</p> <p>Pupils experience a better dance provision across school.</p>	<p><i>SB and KL release time</i> <i>£227.22</i></p>
<p>To raise the profile of the mile run using sports captains to lead and create challenges.</p>	<p>All teaching staff to lead, and martial mile run.</p>	<p>Key indicator 2: 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><i>Mile run around the perimeter of the school</i></p>	<p>More pupils meeting their physical goals with the incorporation of the mile run.</p> <p>More pupils are encouraged to take part in PE and sporting activities.</p>	

<p>To host sports house days and incorporate more sporting activities being offered at lunchtimes.</p>	<p>Subject leaders and house captains to plan and implement house days.</p> <p>Sports coaches to offer lunchtime clubs and/or activities, e.g. athletics.</p>	<p><i>Tuesday-Thursday.</i></p> <p><i>Develop and deploy a house system for sports competitions. This will include house football, house rounders, house hockey. We will also organise a house day where all children across the school will participate. House captains work alongside subject leaders to plan and lead house days once a term.</i></p> <p><i>Lunchtime activities are led by the playground friends.</i></p> <p><i>Purchase equipment when required.</i></p>	<p>All children have the opportunity to participate in sporting activities through house days and lunchtime club offer.</p>	<p><i>Skipping ropes for skipping rope challenge across all year groups costs £150</i></p> <p><i>Cost of Playground Friends Leader £1170.00</i></p> <p><i>New equipment cost £3127.60</i></p>
<p>To continue to hold the engagement of pupils focusing on ball moving time.</p>	<p>Subject leaders and sports coaches to deliver training to staff on ball moving time.</p>	<p><i>Sports coach and subject leaders to deliver training specific to active lessons and ball moving.</i></p>	<p>Children are more active for a larger part of each lesson as a result of the training.</p>	
<p>Continue to offer all pupils a chance to participate in a sporting competition or event by the time they leave year 6.</p>	<p>Sports coach to track participation within competitions.</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><i>Set up and use a tracking system to monitor participation in sporting competitions and events.</i></p>	<p>More pupils participating in sporting competitions.</p>	<p><i>TWSSPP cost to join Minibus costs – Staff to be trained, petrol, tax etc. £3709.87</i></p>
<p>To strengthen links with clubs in the local community including swimming.</p>	<p>Subject leaders to liaise with local clubs to arrange links.</p>	<p><i>Subject leaders to contact local clubs to investigate their interest in working with the children in the school.</i></p>	<p>Further links with the local community enabling children to participate in a wider range of sporting competitions.</p>	
<p>To celebrate participation in sport through class and key stage assemblies.</p>	<p>Teaching staff to deliver assemblies.</p>	<p><i>Use a fortnightly assembly time to celebrate the children's participation in sports competitions and across the school.</i></p>	<p>Children feel proud of their achievements in sport and the whole school are aware of these achievements.</p>	

<p>To further enhance children's understanding of both mental and physical activity creating a healthy lifestyle – working alongside PSHCE subject leader across the academic year.</p>	<p>All staff promote the importance of good physical and mental health.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children have a better understanding of what makes a healthy lifestyle.</p>	<p>PE leader - SB release x 2 mornings £98.70</p>
<p>To ensure the children can articulate more clearly how the knowledge and skills are progressing across units.</p>	<p>All staff follow the long-term plans and ensuring children are clear about the key learning.</p>	<p><i>All staff discuss with children their prior learning and how they could use what they are learning today in the future. (Ofsted Review Focus)</i></p> <p><i>Long term plan to be regularly reviewed and updated to ensure it meets the needs of the children and offers a broad range of sports and activities.</i></p>	<p>Children are able to articulate their learning more clearly to each other and adults.</p>	<p>PE leader - KL release 1 morning and 1 afternoon £128.52</p>
<p>Children to articulate the fundamental movement skills they've used within a session.</p>		<p><i>Subject leaders to remind staff in meeting of the fundamental movement skill toolbox.</i></p> <p><i>Subject leaders clearly highlight the fundamental movement skills used in KS1 knowledge and skills overviews.</i></p>	<p>Children know and remember more of the fundamental movement skills they have used within their PE sessions.</p>	<p>KL release 1 afternoon £64.26</p> <p>KL and SB release 1 afternoon £75.74</p>
<p>Continue to develop house competitions.</p>	<p>Subject leaders and house captains to lead house competitions.</p>	<p><i>Key Indicator 5: Increased participation in competitive sport</i></p>	<p>More pupils participating in sporting competitions through the use of house days.</p>	
<p>To enter multiple teams into a variety of competitions allowing more children to apply their skills in a competitive fixture.</p>	<p>Sports coach to enter competitions both competitive and inclusive.</p>	<p><i>Participate in all School Sports Partnership competitions.</i></p> <p><i>Develop links with other Crossbar Sports coach schools.</i></p> <p><i>Explore links with other local schools that are not in</i></p>	<p>Increased number of house competitions allowing all children to participate in a competitive situation.</p>	

our caption area.

Tracking participation in sporting competitions.

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Key achievements 2023-2024 (to be completed at the end of the academic year)

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
To raise the profile of the mile run using sports captains to lead and create challenges.	We rebranded the daily mile to include other areas of fitness encouraging more children to be active. This included running one session of mental health activities, and two other sessions weekly e.g. skipping, team games etc. The house captains launched and ran a skipping challenge throughout school to promote healthy lifestyles.	The sessions ran well and were enjoyed by the children, we need to further develop the other physical activities during wet weather sessions. The skipping challenge was popular throughout school attracting some of the less active pupils from across the entire school and promoting inclusivity of all.
To further enhance children's understanding of both mental and physical activity, creating a healthy lifestyle.	Using 'Fit in 5' sessions, each class completed a mental health focused session each week. Children are now more aware of the importance of mental health and self-regulation. During pupil voice, children explained the importance of both physical and mental health exercises on our bodies. "Scientifically, when we exercise it releases endorphins." <i>Year 6 pupil</i> "We meditate in fit in 5 and this helps us to be calm and stop us worrying sometimes." <i>Year 2 pupil</i>	This has been hugely beneficial to the children this year and should continue to be implemented through 'Fit in 5'; the wider curriculum in science, PSHE and computing; and through our annual weeklong healthy lifestyles' week during the next academic year. Pupil voice carried out over the academic year demonstrates that children know and remember more about how we can lead a healthy lifestyle.
To develop the dance unit overviews to support staff when teaching and delivering dance.	Dance unit overviews and progression of skills documents were reviewed and rolled out to staff. Evidence of progression was clear on the seesaw platform for all year groups. During pupil voice, children were able to articulate cross curricular links through their dance blocks as well as technical dance terms demonstrating that the children were able to know more and remember more.	This year, children made good progress during their dance blocks in each year group – see seesaw assessment evidence and pupil voice notes. To further support sequencing across the year groups and CPD of staff, trials of the scheme of work, Get Set 4 PE, were completed by three members of staff in the summer term. As a result of the successful trial, senior leaders decided to invest in the scheme for the following academic year to support children in receiving high quality lessons and teachers with

		high quality CPD.
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Swimming Data (to be completed at the end of the academic year)

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?	89%	4 children in the cohort with SEN made excellent progress, being non-swimmers when starting swimming lessons at Redhill, but will need further support in order to competently, confidently and proficiently swim a distance of at least 25 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	89%	4 children with SEN – see above, these children have not developed a range of strokes effectively.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>77%</p>	<p>4 children with SEN and 3 children with English as an Additional Language were unable to fully perform safe self-rescue.</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>No</p>	<p>Our swimming data is well above the national average of 52%.</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>Year 2 teacher completed swimming courses this academic year through Energize Shropshire, Telford & Wrekin.</p>

Signed off by:

Head Teacher:	Claire Whiting
Subject Leader or the individual responsible for the Primary PE and sport premium:	Katie Parker and Stuart Baldwin
Governor:	Su Plant (Chair of Governors)
Date:	4.9.24