



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"> Bishop Challoner PE & Sports Premium Primary Programme: Gold Package 	<ul style="list-style-type: none"> Feedback from staff has been extremely positive regarding the CPD model for the provision from Bishop Challoner. Teachers have had the opportunity to team teach with specialist PE teacher and replicate lessons. Teachers now able to deliver whole schemes of lessons in accordance to curriculum due to high quality planning and assessment support. PE Lead has a better understanding of Swimming expectations and how to teach to ensure success. 	Bishop Challoner Gold Packaged to be continued 2023-2024
<ul style="list-style-type: none"> To improve the quality of teaching of specific sporting units from specialist providers 	<ul style="list-style-type: none"> Children had access to high-quality football coaching that they may not have experienced otherwise. Girls also provided with opportunity to place football. 	Continue to use a provider to support access to high-quality coaching at lunchtimes and after school
<ul style="list-style-type: none"> Annual subscription to Complete PE: To ensure that all children have access to high quality PE lessons To ensure all children can make good progress across a unit, so lessons are sequential and built upon previous learning 	<ul style="list-style-type: none"> All staff have access to high-quality PE planning from which to deliver their PE lessons. Lessons have clear objectives and are sequenced logically allowing for development and progression 	Continue to use Complete PE to ensure high quality teaching and learning in PE

- To ensure that all children are assessed appropriately and accurately and next steps are carefully planned for.
- To ensure that all staff teaching PE have access to high-quality lesson plans to use as a starting point for their PE lessons.

of all pupils in all areas of the curriculum.

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>- To introduce a variety of activities at lunchtime to keep children active, engaged and positively impact their playing and friendship skills through the scheme OPAL</p>	<p>Assistant Headteacher (OPAL Lead)</p> <p>Senior and middle leaders who will operate lunchtime duty on rota</p> <p>Teaching staff to implement OPAL strategies as a whole school approach</p> <p>Lunchtime supervisors and sports coach who will lead activities</p> <p>Pupils – as they will take part.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal; more pupils enhancing social skills through playing a and sport. Positive behaviour throughout the school.</p>	<p>£5000 cost for OPAL scheme</p> <p>Approximately £6000 for sports coach (same coach to run lunchtime, OPAL and SEND sessions)</p>
<p>- To provide children with SEND and disadvantaged children opportunities to develop fitness and wellbeing</p>	<p>PE Coordinator to organize timetable.</p> <p>Class teachers to make PE coordinator aware of children who would benefit from these sessions.</p> <p>Pupils with SEND and pupil premium children across KS2</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils with SEND will experience sports and sports-based strategies to support their learning. Those who are less active will have further opportunities to develop fitness.</p>	<p>See above (£35 an hour for sports coach)</p>

<p>- To provide opportunities for staff to enhance their PE knowledge and develop confidence in delivering PE lessons through CPD for teachers.</p>	<p>Class teachers.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Bishop Challoner to deliver x2 CPD sessions for staff; 1x weekly session for specific year group and staff assigned to appropriate CPD sessions during school day. Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£6232 for Bishop Challoner Gold Package.</p>
<p>- To develop children's fitness and knowledge of how to stay fit and active through 3x termly WOW Active assessments</p>	<p>Pupils who will take part. PE coordinator to organize.</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>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Children will know a range of physical exercises to do on a daily basis to keep them fit and active. Children will have access to an online portal to track their results, personal bests and a variety of resources to support their physical activity at home.</p>	<p>£1200 - WOW Active at Premier Education to provide 3x termly assessments</p>

<p>- To increase participation in competitive sport and offer a broad range of experiences</p>	<p>Pupils who take part in competitions. Staff attending events.</p>	<p>Key Indicator 5: increasing participation in competitive sport</p>	<p>Children will have had opportunities to represent the school in a variety of events, competitions and leagues. Parental involvement and support required to transport children to events.</p>	<p>Approx. £540 for costs of Harborne District League, BCSSA subscription and tournament fees.</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
<ul style="list-style-type: none"> - To introduce a variety of activities at lunchtime to keep children active, engaged and positively impact their playing and friendship skills through the scheme OPAL 	<p>OPAL scheme has been introduced across the whole school (started February 2024). Children attend a play assembly every fortnight which introduces a new play skill and new piece of equipment. Lunchtimes are now more structured with the majority of children being consistently active for at least 45 minutes. Behaviour at lunchtime has improved and there are less behaviour and first aid incidents as a result.</p>	<p>OPAL to continue into next academic year – 18 month long programme.</p>
<ul style="list-style-type: none"> - To provide children with SEND and disadvantaged pupils opportunities to develop fitness and wellbeing 	<p>Pupils with SEND, pupil premium children or less active children have the opportunity weekly to attend a session with a sports coach to complete circuits. Teachers have asked, throughout the year, whether additional children can attend due to seeing a positive impact on children’s learning, behaviour and confidence.</p>	<p>Sports Coach to continue working with these children next academic year.</p>
<ul style="list-style-type: none"> - To provide staff with CPD to support their confidence and knowledge when planning and teaching PE. 	<p>Staff voice collated at the end of the year shows that all staff found these sessions useful. Staff are aware of SHARP Principles and how to use these effectively in their PE lessons to ensure children remain active for the majority of the lesson. Staff also now have a bank of resources to use for the PE topic OAA as well as additional warm-up ideas. Certain staff attended additional training in gymnastics, games and swimming. Reception staff had 4x 1:1 sessions with a PE specialist to support their confidence and subject knowledge. Year</p>	<p>Next year, Bishop Challoner to continue to provide CPD opportunities for all staff. Weekly sessions with a PE specialist will not be carried over next due to timetabling. Staff to use all they have learnt this year to inform their planning and teaching of PE next year.</p>

<ul style="list-style-type: none"> - To develop children’s fitness and knowledge of how to stay fit and active through 3x termly WOW Active assessments - To increase participation in competitive sport and offer a broad range of experiences 	<p>groups 1-4 had weekly CPD sessions with a specialist PE teacher to support their confidence and subject knowledge in a key PE curriculum area.</p> <p>KS2 children participated in three termly assessments with WOW Active. This monitored and improved their fitness overtime. Children kept records of their personal bests across a series of five activities. Online portal also gave children access to ideas of keeping fit at home.</p> <p>St Mary’s is part of the Harborne District League; matches and tournaments were organized for U11 boys, U11 girls, U9 boys and girls. U11 boys finished second in their league; they were also provided with the opportunity to represent Harborne at the County Finals in January – they finished in third place. All children participating in this league thoroughly enjoyed their experiences; matches were regular and well-organised. Other leagues and tournaments entered: BCSSA Basketball tournament; badminton, netball and tennis through Bournville School Games; Royal Ballet Dance Track. We have earned the Gold School Games Mark for the third year running due to our frequent participation in inter and intra school based events.</p>	<p>Children were engaged and enjoyed the sessions. Sessions are very similar to Health & Fitness topic in our own PE delivery and in some cases, repeated activities.</p> <p>School Games Mark to be applied for next year. Harborne District league and other clubs to continue next year.</p>
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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?	88.3%	This cohort did not attend swimming lessons in Year 2 due to COVID. After a term's worth of swimming lessons in Year 6, 20% of children continued to attend swimming lessons for an extra term because they could not swim 25 metres. This has now reduced by 8.3% as now only 11.7% of children cannot swim 25 metres. Parents have been informed in their child's end-of-year school report if their child still cannot swim 25 metres.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	88.3%	The same children who cannot yet swim 25 metres confidently have not yet been able to use a range of strokes effectively as they are not confident to do so.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>Every child in Year 6 was taught how to perform safe self-rescue this year and every time met the objective.</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/No</p>	<p>Not applicable</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/No</p>	<p>This year, a Year 4 teacher attended training on how to teach swimming and water safety. We now have four trained swimming instructors in school.</p>

Signed off by:

Head Teacher:	<i>Louise Yorke</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Horton</i> <i>PE Coordinator</i>
Governor:	<i>Mary Higgins</i> <i>Chair of Governors</i>
Date:	10/07/2024