



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 (2023/2024)

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">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.Staff have enjoyed CPD offered through Bishop Challoner and have had positive experiences and this has improved staff confidence in delivering the PE curriculum.	Bishop Challoner silver package from September 2024-25 Bishop Challoner Bronze package from September 2025-26 due to staff receiving lots of CPD in previous years.
<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 play 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 lessonsTo ensure all children can make good progress across a unit, so lessons are sequential and built upon previous learningTo ensure that all children are assessed appropriately and accurately and next steps are carefully planned for.	<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 of all pupils in all areas of the curriculum.	Continue to use Complete PE to ensure high quality teaching and learning in PE and ensure progression of skills and vocabulary from EYFS-Y6

<ul style="list-style-type: none"> • To ensure that all staff teaching PE have access to high-quality lesson plans to use as a starting point for their PE lessons. • 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 	<ul style="list-style-type: none"> • More pupils are meeting their daily physical activity goal; more pupils enhancing social skills through playing a and sport. Allowing children to achieve 60 active minutes. 	<p>OPAL scheme will continue to be implemented at lunch times</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
<p>- To continue to provide 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>To use OPAL scheme and external coach to run an internal competitive league throughout the year</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. Coach leading these games and competitions</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>Key indicator 5: Increased participation in competitive sport.</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>Children in KS2 (Years 3-6) have had an opportunity to play in intra-competitions as both a football league and cup took place. Children are more active and playing competitively which, they may not have done before. Children also have the opportunity to referee matches and being leaders.</p> <p>Pupils with SEND will experience sports and sports-based strategies to support their learning.</p>	<p>Approximately £8,000 for sports coach (same coach to run lunchtime, OPAL and SEND sessions) £1070.26 on equipment</p> <p>See above (£35 an hour for sports coach)</p>
To provide children with SEND and	PE Coordinator to organize timetable.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		

<p>disadvantaged children opportunities to develop fitness and wellbeing</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 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>Pupils with SEND/ additional needs across KS1</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>Those who are less active will have further opportunities to develop fitness.</p> <p>Bishop Challoner to deliver CPD throughout the year. Staff assigned to appropriate CPD sessions during school day which staff chose based on areas in PE curriculum that they did not feel as confident teaching/ areas they wanted more CPD and support.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Sports coach to help and support staff in delivering lessons and keeping children active.</p>	<p>£3850 for Bishop Challoner Gold Package</p> <p>£35 hour for sports coach</p> <p>£150 for complete PE with lesson plans and ideas and videos and online resources.</p>
--	---	--	---	--

<p>- To increase participation in competitive sport and offer a broad range of experiences</p> <p>To provide Pupil Premium children with opportunities to attend extra-curricular PE activities and increase fitness levels</p>	<p>Pupils who take part in competitions. Staff attending events.</p>	<p>Key Indicator 5: increasing participation in competitive sport Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</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. Children attending events organised by school games.</p>	<p>Approx. £280 for costs of Harborne District League, BCSSA subscription.</p>
<p>To provide SEND children with equal opportunities and to provide opportunities for personal development. To ensure PE lessons are adapted to meet the needs of all pupils.</p>	<p>PE lead to be aware of SEND needs in each class PE lead to give list to sports coach Sports coach who delivers extra SEND lessons Pupils being a part of the lessons Staff delivering PE lessons tailored to meet needs of all pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>PE lessons adapted so that SEND children are accessing the lesson and PE curriculum SEND pupils have had extra opportunities e.g. additional PE lesson with Sports Coach and playing a variety of sports. Children have been chosen for extra-curricular PE</p>	<p>Sports Coach £35 an hour 1x session with KS2 children with SEND needs and 1x session with KS1 children with SEND needs, weekly.</p>

			<p>activities and sporting events outside of school</p> <p>Teachers to assess children using head, heart hands so that their effort and knowledge as well as PE skills are documented and praised.</p>	
--	--	--	--	--

Key achievements 2024-2025

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 - Football league and cup during lunch times. 	<p>OPAL scheme has been introduced across the whole school (started February 2024). This has continued to be implemented this academic year 24-25. Children attend play assemblies 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>Children are engaged and excited to play competitively in school. It has encouraged more girls to play football and we also did a girl's football event for girl's biggest football day. Then, new sports introduced after league and cup finished such as volleyball.</p> <p>KS1 focusing on skills and multi-skills and games.</p>	<p>OPAL to continue into next academic year</p> <p>Children are engaged and active during lunch times linking to 60 active minutes. This will continue next academic year.</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. This allows children to work on key skills and play a variety of sports. Positive pupil voice about this and staff voice about the impact this is having on children both in PE but also in the classroom.</p>	<p>Sports Coach to continue working with these children next academic year. Lists of children to be updated in September.</p>

<p>-To provide children with SEND/additional needs and pupil premium and disadvantaged pupils to have extra-curricular opportunities and attend sporting events.</p>	<p>Pupils with SEND and pupil premium children have had lots of extra-curricular opportunities this year. These pupils have been selected for various events such as events led by school games, football matches, netball matches, events ran by BCSSA and chess as well as pathway to podium events including one event which took place at Alexander Stadium and another event at Utilita arena.</p>	<p>These children have had lots of opportunities this year and has encouraged some of them to take part in sports who were initially reluctant. Next year, continue to offer these opportunities to children with SEND/pupil premium.</p>
<p>- To provide staff with CPD to support their confidence and knowledge when planning and teaching PE.</p>	<p>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. Certain staff attended additional training in gymnastics, games, rugby and physical literacy.</p>	<p>Next year, Bishop Challoner to continue to provide some CPD opportunities for staff. Staff to use all they have learnt from CPD to inform their planning and teaching of PE next year. To continue to use complete PE for planning and make use of the videos and online resources.</p>
<p>- To increase participation in competitive sport and offer a broad range of experiences</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 won their league, the play-offs and the cup. The u11 girls came second in their league. All children participating in this league thoroughly enjoyed their experiences; matches were regular and well-organised. Other leagues and tournaments entered: BCSSA Basketball tournament and chess; multi-skills,</p>	<p>School Games Mark to be applied for next year and apply for platinum. Harborne District league and other clubs to continue next year.</p>

	netball, football and tennis through Bournville School Games; Royal Ballet Dance Track. We have earned the Gold School Games Mark for the fourth year running due to our frequent participation in inter and intra school -based events.	
--	--	--

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?	96.6%	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]?	96.6%	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.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	100%	Every child in Year 6 was taught how to perform safe self-rescue this year and every time met the objective.
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?	Yes/No	Not applicable
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	This year no staff had additional swimming CPD as staff have had this in previous years.

Signed off by:

Head Teacher:	<i>Louise Yorke</i> <i>Head teacher</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kiera Heath</i> <i>PE Coordinator</i>
Governor:	<i>Mary Higgins</i> <i>Chair of Governors</i>
Date:	20.07.25