



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](#).



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
Build on opportunities for the children to be physically active during playtime and lunchtime by providing them with a wider range of equipment and providing opportunities for children to join in with physically active games during lunchtime.	Children have opportunities to participate in a wider range of physical activities. Behaviour at break/lunchtime has improved as children are more actively engaged in purposeful activity. Increased number of activities taking place and increase in children participation across the school. Active Crew provided good role models for other children and enjoyed the responsibility.	There is a noticeable improvement in the way children engage in physical activity at playtime and lunchtime. This has been continued and developed during the following academic year, to include greater pupil voice about what the children would like, the introduction of Y6 Active Crew members leading games and activities, and our House Captains acting as role models. Millfield PTFA also provided additional funds for resources chosen by the children.
A range of after school sports clubs led by qualified coaches and in house staff. All children were offered 1 club per school year subsidised by school PE and Sport premium funding. Any other additional spaces were open to parents to sign up to.	More pupils joined after school clubs and tried something new. The wide range of clubs offered resulted in 52.63% of children taking part in a minimum of 1 sports led after school club. Sports and activities offered included basketball, netball, dodgeball, gymnastics, football. Benefits on pupil performance, health and physical fitness. More staff supporting and offering clubs. Increased skills, confidence and self esteem for all pupils and staff delivering clubs. Improved focus and attention, learning of rules, sportsmanship and fair play attitudes towards sport and competition. Pupils participated in a range of events. This allowed the children to participate in a competitive sport, to compete against children from different schools, to understand the	We continued to subsidise clubs this year to ensure that all children were given the opportunity to participate in at least one after school club. Despite the loss of Witchford Schools Partnership (WSP) during the 23/24 academic year, Active Schools ran a number

Increased opportunities for pupils to participate in competitive sports (festivals, intra school and inter school events).	importance of displaying good sportsmanship, to develop perseverance and determination when learning new skills, to apply skills learnt during PE lessons in a competitive environment, to understand there are winners and losers in competitions, to develop their social skills and learn how to work together as a team. Pupil skills improved through the experience and some developed interest in a new activity. Celebrations of all participation achievements within school. Children's behaviour and attitudes to learning are praised for representing the school as positive role models.	of festivals and events which we continued to participate in. Different groups of children, including girls/boys, year groups, SEND, participated in a range of events. Application for and successful award of the School Games Gold Mark Award.
Supporting the development of staff in delivering high quality PE lessons. Staff being upskilled in various sports and disciplines.	There is a greater consistency in high standards of provision for PE that the children experience across the school. The children have access to regular high - quality PE lessons. There is an enhanced quality of teaching, learning and assessment for children in PE.	PE Lead organised external trainers to deliver training for staff including football through the FA, Cricket through Chance to Shine and also led in-house training following her own CPD.
Developing a broader experience of a range of sports and activities offered to all pupils.	Through a whole school project, linked to a Create and Dance project with the Royal Opera House, all children participated in a dance festival in school. This involved choreographing, creating and performing aspects of dance based on the ballet 'Alice in Wonderland'. The school Cultural Champion and the Arts Ambassador (who underwent training with the ROH) delivered training to all staff (including TAs) to upskill and build confidence in staff teaching dance. Delivery of lessons in dance have improved and staff voice indicates staff feel more confident and skilled in delivering dance. Pupil voice provided evidence that children felt pride in their achievements and enjoyment in the process.	Focus year group (Y4) performed at a Trust wide celebration of dance with a number of other schools. Now as part of school improvement for 24/25, this will be embedded to promote an enriched curriculum. The Cultural Champion and Arts Ambassador will support staff to embed dance into the curriculum and make links across the wider curriculum with art, music, drama, English etc.

Key priorities and Planning

This planning template will allow schools to accurately plan their spending for 2024/25.

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 develop broad ranging opportunities for children to engage in physical activities at breaks and lunchtimes.	Lunchtime supervisors and staff, as they support with the supervision and organisation of children's play Pupils as they participate in a range of physical activities and a variety of resources available to support different physical activities e.g. tennis racquets, frisbees, stilts, balance and wobble boards	KI 1 - 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 mins of physical activity per day, of which 30 mins should be in school. KI 4 - broader experience of a range of sports and activities offered to all pupils through the PE curriculum, break/lunchtime provision and extra curricular sports and activities. KI 2 - the profile of PESSPA is raised across the school as a tool for whole school improvement. (including behaviour and attitudes to learning)	More pupils meeting their daily physical activity goals; more children making progress in the physical development area of learning in EYFS; more pupils encouraged to take part in physical activities with the development of pupils' social and communication skills; more pupils encouraged to take part in physical activities; development of pupils' social and communication skills. Y6 Active Crew organising equipment and activities, developing leadership skills and taking responsibility. Pupils who require sensory circuits/breaks will be more focused, attentive, more ready to learn when returning to the classroom in the morning or after transitions. There are less distractions and disruptions to lessons for the rest of the pupils in class. Staff delivering sensory provisions and leading training are building skills and	£4000 for resources and equipment, including staffing £2000 including purchase of new resources/equipment £2000 including active resources/staffing for children with SEMH e.g. Play Therapy/SEND provision/disadvantaged

Provide opportunities for sensory breaks, sensory circuits and movement breaks throughout the school day.	Pupils' engagement in learning is more focused. Staff skills and confidence increases.	KI 4 - Broader experience of a range of sports and activities offered to all pupils KI 2 - the profile of PESSPA is raised across the school as a tool for whole school improvement. (including behaviour and attitudes to learning) - building on confidence, improving skills, developing talent, offering new experiences and opportunities	confidence.	£3000 for resources, including staffing of Sensory Circuit provision £2000 for support for children with significant needs including sensory £1000 renewal of subscriptions including 5 a day fitness/PE scheme/memberships
Provide a range of 3-4x weekly after school clubs throughout the year.	Increased opportunities and experiences for children. Parents/carers (wraparound care) External providers/coaches including Active Play. Staff who lead activities.	KI 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport KI 2 - the profile of PESSPA is raised across the school as a tool for whole school improvement	After school clubs ensure children have opportunities to participate in a wider range of physical activities and make new friends, develop skills and confidence, encourage talents; pupil voice shows positive feedback. Club registers are kept. Children participating in external clubs and tournaments/festivals following participation at after school clubs.	£2000 to subsidise clubs for disadvantaged pupils and attendance at tournaments/active residential

<p>CPD for all staff with external and in-house training to upskill staff and build confidence. Use of coaches and PE Lead to deliver training and support.</p>	<p>All teaching staff who deliver PE lessons. TAs who want to build confidence and upskill. Pupils as they will receive quality first teaching and high level provision.</p>	<p>KI 5 - increased participation in competitive sport KI 2 - the profile of PESSPA is raised across the school as a tool for whole school improvement</p>	<p>Increased quality of teaching and learning in PE. Progression of skills and vocabulary. Broader range of curriculum opportunities offered to pupils. Pupils are more aware of the key skills they are developing during each lesson. Use of Cambridgeshire PE programme to support planning. Subject long term and medium terms are effective. Assessment processes have been developed and are in place to help inform planning. Monitoring systems are in place and effectively identify strengths and needs.</p>	<p>In house support</p>
<p>New PE Lead CPD - subject leadership development and support of staff</p>	<p>PE Lead develops confidence and skills to lead subject Staff teaching PE and leading sports develop confidence and skills Pupils as they receive quality first teaching and high level provision</p>			<p>£1000 Resources including network meetings and new PE scheme</p>
<p>Continue to offer pupils wide ranging opportunities to participate in competitions and events.</p>	<p>Increase in participation for pupils within and across schools. Staff involvement in training and leading activities. Local community where events are held and opportunities for pupils from other schools to mix. Parents/carers spectating. Local transport firms. Teachers at intra and inter school events. External providers and sports coaches. E.g. Bikeability</p>	<p>KI 4 - broader experience of a range of sports and activities offered to all pupils KI 2 - the profile of PESSPA is raised across the school as a tool for whole school improvement</p>	<p>More children across the school involved in sporting events. Increased opportunities to develop social skills and understanding the importance of fair play and teamwork. Increased enjoyment and pride. Celebrating achievements through assemblies, newsletters, social media, website. Community links with our school sports partnership</p>	<p>£1000 - participation in tournaments/competitions and festivals</p>

<p>Provide a rich and broad curriculum that enables all pupils to experience different cultural traditions.</p>	<p>All pupils will experience events held throughout the year. All teaching staff. Parents/carers invited into school. Local community culture and diversity are celebrated through different activities. Cultural Champion and Arts Ambassadors who will lead on projects and link with external providers including Royal Opera House. External providers.</p>		<p>and external providers. Parents/carers invited to Sports Day. Bikeability projects including Doctor Bike, Be Bright, Be Seen, Balance Bikes and Bling Your Bike to help promote physical fitness outside of school, and support active travel to/from school.</p> <p>All children participate in a whole school celebration of cultural heritage and diversity. Cross curricular links with RE, the arts, to develop an enriched curriculum. Trust led project to embed the arts with a specific focus on the continued development of dance in school (and linking with Create projects with Royal opera House)</p>	<p>£1000</p>
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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
Gold School Games Award		We have identified some areas we can work on next academic year in order to aim for a platinum award.
Tournament/competitions/festivals including netball/cricket/rugby/panathlon/ cross country	Children have had the opportunity to develop a range of different skills as well as their own confidence. They've been able to try out new sports, compete in a competitive environment and build on their sportsmanship.	All sports teams took part and finished in great positions. Some children came away with medals from cross country and netball.
Range of extra curricular clubs e.g. dance, football, yoga, tag rugby, ... including the subsidising for disadvantaged pupils	More children have been able to access wider curriculum clubs and sports that may not have been accessible to them during PE or to them outside of school due to costing.	
Participation in a Dragon's Den project - design a new game - new resources - Quidditch	Children developed team work, cooperation, communication and planning skills. The school was able to buy brand new equipment to run a new club from September. Quidditch has been very well received by UKS2. Children will develop their leadership skills as those who designed the club will help run/ teach other children.	
Morning Sensory Circuits - whole school - run by trained TAs	Children enter the classroom ready for learning and are more equipped to access their learning. They are settled in class. Children feel seen and their needs listened to.	
Other sensory circuits/movement breaks - run by TAs to support children with specific SEND and sensory needs throughout the school day	Children can access their learning which improves overall academic successes. Teachers/ TAs know their children really well and know when these would have the most benefit. Children feel seen and their needs listened to.	
Whole school arts project - cultural diversity focus - dance/art/music		

Creativity Collaborative project - learning in a creative and active way	Developing on previous learning, developed dance knowledge and skills	
New playground resources	Broadening children's cultural knowledge as they got to experience and learn about the arts from a different country/ culture. New dances were learned which built on prior knowledge and skills.	
SEND resources for new learning space for children with specific physical or sensory needs	SEND children's need are able to be met, they are regulated and are able to access work relevant to them. Children can work on their fine and gross motor skills.	
Sports Day		Children engaged with an intra-school race morning following on from sports day where they ran sprint races, endurance races and house relays.
Y6 Residential - subsidising for some disadvantaged pupils	All children were out of class and engaged with physical activity. They could work on developing their sportsmanship and teamwork.	The school received a trophy to display for taking part.
London marathon in schools	The trip was more accessible. More children got to experience physical activities and getting out in nature. Children took part and ran 2 miles (or more) over the course of a week. Children were able to get outside and more their bodies to their own capabilities.	To continue building on children's fitness and begin incorporating the daily mile.
Chance to Shine cricket sessions	Many children learnt new skills and developed a love for a new sport. Children have the opportunity to access something new from an experienced professional. This also supports teacher's knowledge or cricket teaching in primary.	Will run again.

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?	60.42%	A significant number of children cannot swim or have never been swimming. They do not have access to a local pool due to various disadvantages. The local pool closed and the nearest one now is new, often unavailable and costly for parents/carers. It is part of a paying leisure/gym facility. Availability is limited as a number of schools are trying to access it across the school year.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	60.42%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60.42%	
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?		We will be offering booster swimming lesson in the summer term
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	NO	We travel to a pool with qualified swimming instructors

Signed off by:

Head Teacher:	<i>Wendy Lee</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Badcock, Wendy Lee</i>
Date:	25/10/24