



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
<p>All pupils to receive 2 hours taught PE each week. High quality PE delivered by teaching staff and Sports TA with assistance from Passmaster coaching. Good ratios achieved to ensure best outcomes. Timetabled sessions using all available spaces. Use of all-weather track as part of all classes PE warm up. Weekly practice of running 2k links to the local Junior Park Run.</p>	<p>Children acquire key skills in PE from an early age which enables them to take part in team games confidently, understand the purpose of exercise and sport, including healthy eating. All children enabled to do their best and find what works for them.</p>	<p>Achieved – higher staff to pupil ratios, combined with pupil focused teaching focused on mental, physical and emotional wellbeing, has led to an increased knowledge of how pupils can create an active and balanced lifestyle.</p>
<p>Pupil premium, send and less active children targeted to engage in physical activity. Allocated TAs to work specifically with these groups with aims across the whole spectrum of school life to develop self-confidence of which healthy exercise plays an important part. Older children trained to deliver fun active activities. Purchase of specific equipment for inclusion</p>	<p>Inclusion a top priority at Longden and self-belief a key school games value that is at the heart of creating opportunities and finding ways for all to take part. All children come away with a positive experience of both PE lessons, after school clubs and competitive sport.</p>	<p>A start has been made on this priority, but more can be achieved using this target. Children come away with a positive experience of PE, and a wider range of children participated in competitions this year. The next step will be to see this reflected in the everyday habits of children, not just one-off events.</p>
<p>The profile of PESSPA being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> • Maintain platinum kitemark • Whole school special sport events such as School 	<p>Children expect to be active in the school day and beyond, are not afraid to try many new sports and gain new skills, understanding the process of acquiring skills takes time, energy and practice. Variety of sports to</p>	<p>Achieved - the awareness of sporting and physical activities around the school has improved which has enabled a wider breadth of choice.</p>

<p>Games Day</p> <ul style="list-style-type: none"> • Leadership for Year 6's, enabling strong pupil voice in decision making and sports delivery in the rest of the school • Raising awareness of sporting excellence and achievement in representing the school in local competitions. High profile and acknowledgement of these achievements through sports assemblies and regular communication to parents and local are through different media and website. • Emphasis on inclusion and provision in meaningful way that is recognised throughout the school. • Early years work with nursery children to set a platform of expectation of the value of PE and being active before they move to reception. • Whole school involvement in plans to extend and improve outdoor education facilities and activities. 	<p>take part in helps children to find what out they can do and encourages inclusion as well embedding the idea of being prepared to fail to learn and grow. Excitement and anticipation about competitions is generated school wide. The school games crew is well established part of our whole school life and very visible. The School Games values are visibly displayed and talked about in competitions and assemblies</p> <p>All children in Year 6 very keen to be part of the Crew. Other children very receptive to the process of children leading. Parents feedback overwhelmingly positive about the benefit to their children in taking part in the project.</p> <p>A very visible and outward positive impact upon both children and parents. Sometimes we are so busy taking part in all these activities it is hard to squeeze in the time to celebrate but we continue to try.</p> <p>Continuing interest and targeted pupils signing up for the club, positive feedback from children attending and their parents or carers.</p> <p>Most children moving up to reception from nursery happily slot straight into PE lessons and look forward to being involved in the physical activities on offer around the school.</p> <p>The sense of having a shared schoolwide project brings people together, both children and parents, encourages teamwork and cooperation. Much has been achieved this year which gives us a great springboard for next year and will create more opportunities throughout the school and nursery.</p> <p>We find the impact of this is huge for all the children taking part in terms of confidence building, sheer</p>	
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<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> • More CPD training for teachers and TAs on different aspects of PE and outdoor exercise. • TAs working alongside Sports leaders and coaching staff to gain new skills and helping deliver after school clubs. • Increase physical activity across the curriculum through OAA activities. Learning outside the classroom <p>Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> • Work with Passmaster Coaching to deliver a broad range of after school clubs. • Use skills of TAs and parents to deliver quality after school and in school sports clubs. • Attend School Games events as programmed throughout the school year • Participate in swimming gala's • Sign up to local football tournaments <p>Increased participation in competitive sport</p> <ul style="list-style-type: none"> • Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. • Increased participation in School Games competitions. As evidenced by previous information, we are already one of the most active participants in the Shrewsbury area for School Games competitions. 	<p>enjoying of the challenges, team building. It creates a real buzz around the whole school, and it is looked forward to for weeks</p> <p>Evidenced in increased confidence in helping to deliver PE lessons in PPA as well as attending KS1 festivals and helping to run after school club. The children have clearly benefitted from the variety of people they come into contact within the context of PE and after school clubs and the different talents they bring into the school is refreshing. A work in progress as teachers find what works for them in bringing the classroom outside.</p> <p>A high level of engagement from pupils in all clubs from across the spectrum including less active children, SEND and a good proportion of girls. Good attendance and support from parents. Extra coaching enabling teams to perform well in tournaments. This has been covered extensively elsewhere, however, apart from all the many benefits of taking part in multiple competitions and events, we have succeeded in including all children in KS2 the opportunity of taking part in competitive sport.</p> <p>The ongoing challenge to balance opportunities for the maximum number of children across a broad range of competitions is helped by what is on offer as well as what we can do by collaborating with other schools. We hope this can continue. We see the impact upon children across the school with increased confidence, enthusiasm which can spin off into joining local clubs</p>	<p>A wider, whole school approach to physical activity has led to a more valuable experience for all children at Longden.</p> <p>Children have had access to a broad range of sports and physical activities this year. Children have also had the opportunity to participate over a range of levels of activity (inclusive festivals, competitive competitions, introductory events and taster sessions).</p> <p>We have entered every competitive where staff have been able to attend.</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
Introduce lunchtime sport sessions/activities for pupils.	Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity pupils – as they will take part.	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 minutes of physical activity per day, of which 30 minutes should be in school. 4 - 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.	
Gender parity for after school clubs and competitions	Staff members to lead activities Local competitions being entered Pupils – as they will take part	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 minutes of physical activity per day, of which 30 minutes should be in school. 4 - Broader experience of a range of sports and activities offered to all pupils. 3 -Increased confidence, knowledge and skills of all staff in teaching PE and sport 5 – increased participation in competitive sport	Sustained increased participation with the number of girls being involved in competitive sport. Higher number of competitions entered because of demand Staff being upskilled to lead after school clubs where female interest to participate is high	Upskilling staff/CPD Costs - £630 Equipment costs - £127 Competition venue hire and transportation costs - £435

<p>Increased range of sports and physical activities on offer. Also, an increased range of the level of activities on offer</p>	<p>Staff members to lead activities Pupils – expand physical literacy</p>	<p>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 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>4 - Broader experience of a range of sports and activities offered to all pupils</p>		
<p>Maintain high level of PE teaching throughout school</p>	<p>Staff members to support activities Pupils- as they will take part</p>		<p>Hiring high level specialist PE coaches with support staff working with these. This will enable support staff to be upskilled. Higher ratio of children to teaching staff to provide a positive environment for improved and sustained physical literacy.</p>	<p>Specialist PE Coaching and school sports staffing - £21,685</p>
<p>Use events as a platform to promote physical literacy and healthy living throughout the school</p>	<p>External venues and partners – to provide the opportunities for increasing participation and exposure to new sports Pupils – as they will take part</p>	<p>2 - The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Provide pathways of opportunity to external clubs and venues from exposure – through events, using venues (EG cricket clubs), taster sessions, School Games Day extra activities and festivals.</p>	<p>School Games Membership £1,420</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
Achieving gender parity with competitive sports events	This has enabled females the opportunity for more competitive sport, which has created a pathway of opportunity for these pupils to have sustained, improved physical literacy throughout their school journey.	Equality of opportunity has been a success in what sport at Longden has achieved this year, setting a high platform to improve upon next year.
Upskilling staff to lead extra-curricular activities. Upskilling staff withing PE lessons which focus on a positive environment for learning and trying new opportunities.	Has enabled a breadth of extra-curricular activities to give more children the choice and motivation to participate.	Longden has seen a very high percentage of children participate in extra-curricular activities. The majority if children have sustained this activity.
Use events as a platform for exposure to activities in the Shrewsbury community	More children have moved to activities in the community as a result of exposure from in school activities – promoting pathways of opportunity and physical literacy	This has been achieved through taster sessions, visiting sporting venues with competitions and exposure to different activities within school.
Maintain high levels of PE throughout school. Increased range of sports on offer in after school clubs.	The quality of PE delivery has been excellent where the focus in KS1 has been on the underlying building blocks of physical literacy. In KS2, the school has implemented a larger breadth of sports for children to expand knowledge and use their skills in different circumstances	From what has been added to PE lessons, there has been a higher demand from children to try different sports in after school clubs, which we have implemented.

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?	87%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>73%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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</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>	

Signed off by:

Head Teacher:	<i>S Johnson</i>
Subject Leader:	<i>D Russ</i> <i>Class Teacher and Sports Lead</i>
Chair of Governors:	<i>J Walton</i>
Date:	<i>September 2024</i>