



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>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</p> <ul style="list-style-type: none">Continue to subsidise change for life clubs (targeting the least active children) and selected extra-curricular clubs run by our Sports Coach throughout the year.Reach out to staff and external companies to further broaden the extra-curricular offer at Days Lane:<ul style="list-style-type: none">BasketballGymnasticsYogaMonitor the impact the scheduled playground developments (infant and upper KS2) will have on pupil activity within these phases.Pupil interests (Pupil Voice) – Issue questionnaires to update	<p>Children who were identified as not attending an extra-curricular club attending one led by the school Sports Coach. 47% of identified pupils attended the after-school session and 53% attended the lunchtime sessions. All children who attended these sessions agreed to the statement that 'I have enjoyed to the club and it something I would like to try again in the future.'</p> <p>Clubs which were identified as popular choices from pupil voice surveys were run throughout the year, such as, football 17%, netball, multi-skills (including dodgeball (25%), cricket, basketball (10%), dance (17%) and Tag-rugby.</p> <p>Weekly reporting competition held through the World cup. There was a high take-up of this club. Averaging 20 entries each week.</p>	<p>Continue to monitor pupils who are not participating in extra-curricular clubs. Also, to monitor any children/groups of children who appear again on the list and identify reasons that could be implemented to support/or encourage active club participation.</p> <p>Use pupil voice again to organise clubs which are popular with pupils.</p>

<p>pupils' views and interests regarding clubs. These can then help to shape the clubs/ opportunities that are provided.</p> <ul style="list-style-type: none"> Engage children in global sporting events, in order to stimulate interest, with the aim to increase levels of participation in sport within and outside of school. <ul style="list-style-type: none"> Create whole school events/ competitions that coincide with the football World Cup. Create links to other curriculum areas e.g. reading/ writing/ art <p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> Review the lower KS2 playground and surrounding field and develop the physical environment to further promote engagement/activeness and creative play. Audit and replenish the playground equipment and resources to effectively facilitate independent/ group playground activities (playground boxes). Replenishment of the football goals. Pro Futures sports coach to continue to provide effective lunchtime provision for children. Sports Leaders to continue to work with PE Lead and run small sided games at lunch. Sports Leaders to promote and run incentives/ competitions in the playground (similar to the successful skipping competitions that ran last year). They will continue to work with the Sports Coach and aid him during his lunchtime activities. They will receive training to further develop their role and impact within PE lessons. 	<p>70% of pupils felt the table tennis tables had helped them to be more active. 69% of pupils felt the wall games had helped them to be more active. As a result of this feedback, 2 further wall games have been purchased Lower KS2 playground (funded by the DPLA)</p> <p>Similar 'adventure trails' recently installed in the KS1 playground found that 78% pupils agreed that it made them more active.</p> <p>End of year surveys showed that 100% of children choosing to be physically active across a typical week at lunchtime.</p> <p>Targeted lunchtime clubs for Year 6 (boys football, girls football and tag rugby) further helped pupils to be active, with 76% believing they had a significant impact on them being more active at lunchtimes.</p> <p>Pupils felt that the playground equipment had helped them to be more active at lunchtimes. Basketball hoops (24%), volleyball (17%), Kingball (16%) and skipping (15%) being the most popular pieces of equipment in KS2. The trail (59%) and skipping (14%) were the most popular activities in KS1.</p> <p>Through the use of videos, assembly reminders and posters 77% said they took part in active games led by a Sports Leader. 87% of those children felt the competitions had a significant impact in making them more active.</p> <p>Bat and ball 'keep ups' (20%), basketball shots in 30 seconds (16%) and skipping in 30 seconds (16%) were the most popular active competitions led by Sports Leaders.</p>	<p>Focus on continued replenishment of Lower KS2 playground to ensure pupils can engage in imaginative and active play.</p> <p>Continue to encourage active habits by all children, through questionnaire feedback about which activities motivate the children to be active (i.e. basketball, trail and skipping).</p> <p>Continue to train Sports leaders to help develop their confidence in leading and delivering break time activities.</p>
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <ul style="list-style-type: none"> Quality of teaching and learning in Physical Education will be developed through staff CPD for all class teachers. High quality PE lessons delivered by Pro Futures Sports Coaches provide CPD for staff throughout the year, bespoke to their needs. Continue to use the Complete PE SOW to ensure consistency and support staff beyond the Sports Premium funding. PE Leader to use content of PE SOW to update year group curriculum/ progression maps and MTP. PE Leader to create assessment frameworks for every year group, identifying the KPIs in each programme of study. PE Leader completes level 5/6 Primary PE Specialism course. <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. <i>Provide additional provision for swimming, targeting the children who do not meet the national requirements by the</i></p>	<p>Weekly training sessions by PE lead meant that all of Sports Leader felt confident in delivering active activities to their peers.</p> <p>Pupil voice during Sports Leader meetings also indicated that pupils would like some more complex activities which would need to be led by an adult. New incentives run, such as, ten pin bowling, during the 'magic moments Monday' initiative led by PE lead.</p> <p>Staff team teaching with experienced specialist PE teacher ensured that 100% of teachers working alongside this colleague became significantly more confident in teaching dance, gymnastics and in using the gymnastics apparatus.</p> <p>PE lead completed and earned Level 5 qualification. PE lead attended active playground course, which led to the development of the 'active playground' focussed timetable. 87% of children felt the active competitions had help them to be more active and pupil voice from Sports Leaders said that they felt 'magic moments Mondays' initiative was making children more active. PE Lead also worked alongside local School Games organisers to develop an 'active at home' programme, which approximately a third of children in the school took part in.</p> <p>88% of teachers commented that the new progressions maps had a positive impact on their teaching and planning of PE.</p> <p>In 2022/23 91.6% of pupils in KS1 met the ARE and 89.7% of pupils in KS2 met the ARE.</p> <p>100% of 'top up' children improved their swimming proficiency. 70% of those children who attended the sessions were able to swim 25 metres by the final assessment.</p>	<p>Re-survey staff in September 2023 to further direct team-teaching opportunities to members of staff who feel they would benefit from further CPD.</p> <p>PE lead to continue to embed new strategies learnt at forums to further establish the active at home and active programme timetables.</p> <p>Identify pupils from year 5 who would benefit from further 'top up' sessions to ensure they meet the expected standard.</p>
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end of Year 6 (swim competently, confidently and proficiently over a distance of at least 25 metres).

We will target children in Year 6, who do not meet the national requirements (swim competently, confidently and proficiently over a distance of at least 25 metres) through additional booster sessions at Sidcup Leisure Centre in the summer term.

Key indicator 5: Sustain a high level of participation in competitive sport.

- PE leader to register for a range of L2 competitions within the borough and look to form partnerships with local schools (particularly for KS1 events, which we are hoping to host).
- PE coach to continue to work alongside the Sports Coach to ensure that L1 competitions continue to be integrated into all year group learning journeys, looking for opportunities to expand these where possible (SOW and AFS program supports this set up and guides teachers)
- Organise Level 2 competitions/ for both KS1 and KS2: team fixtures/friendly competitions and School Games competitions
- Provide MA pupils with opportunities to participate in level 2/ L3 competitions against MA children in other schools locally and nationally.
- Achieve the Gold School Games Mark with a view to achieving the Platinum Mark in 2024.

16% of KS1 competed in level 2 competition (athletics).

77% of KS2 competed in level 2 competition (cross country, football, tennis, basketball, multiskills, tag-rugby, netball, athletics and cricket).

3% of children competed in level 3 competition (girls' football – National finals, South-east regional finals, Kent finals and the London Youth Games).

School achieved the Gold award, which is the school's 4 year and row, which now allows the school to apply for the platinum award in 23/24

Continue to participate in KS2 local borough competitions. Build on initial steps of organising KS1 competitions against local schools.

Look to target further regional/national success based on strengths of 23/24 cohort.

PE lead to work alongside regional school games organiser to compete case study on an area strength to support platinum award application.

Key priorities and Planning

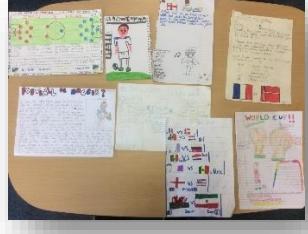
This planning template will allow schools to accurately plan their spending.

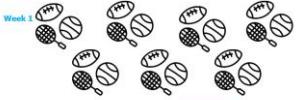
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Targeted team-teaching with experienced PE teacher. To increase staff's confidence in teaching PE lessons. To ensure high quality lessons are taught across the school.	Teaching staff and sports coach, will lead to all pupils receiving high quality PE lessons.	Increased confidence, knowledge and skills of all staff in teaching PE and sport (KI1)	<i>Staff will indicate, through surveys, increased confidence in different aspects of the PE curriculum. This will also be noticeable through staff observations. High attainment of pupils in PE lessons.</i>	<i>£4880 for experienced coaches to teach alongside KS2 staff on Monday and Thursday afternoons.</i> <i>£3200 upskilling of KS1 Staff through teaching alongside experienced staff on Tuesdays and Wednesdays.</i>
Staff to attend Bexley CPD course to increase confidence in 'low confidence' areas of the curriculum.	Staff identified through surveys.	Increased confidence, knowledge and skills of all staff in teaching PE and sport (KI1)	<i>Staff will indicate, through surveys, increased confidence in different aspects of OAA and will be able to share their learning/best practice with colleagues in staff meetings.</i>	<i>£1120 for 4 members of staff to attend OAA and 2 supply teachers to cover.</i> <i>£600 for mapping of school to create quality orienteering resource</i>

<p>Set up after-school active clubs for pupils identified as not taking part in active clubs.</p>	<p>Teaching staff, sports coach and PE Lead.</p>	<p>Engagement of all pupils in regular physical activity (KI2) Broader experience of a range of sports and activities offered to all pupils (KI 4)</p>	<p><i>More pupils will meet their daily active goal and more children will have the opportunity to participate in a sports club led by a coach.</i></p>	<p>£1200 for coaches to lead phase group sessions after school.</p>
<p>Break- time Play Initiator will lead and demonstrate active play time games in the KS2 playground. The least active children in the school will be targeted and encouraged to join in with these sessions.</p>	<p>Sports coach who will lead these sessions</p>	<p>Engagement of all pupils in regular physical activity (KI2) Broader experience of a range of sports and activities offered to all pupils (KI 4)</p>	<p><i>Children identified as 'inactive' during play times will have experienced fun and enjoyable sports games and will now positively comment on active sessions they have been involved in.</i></p>	<p>£1400 for a coach to lead these sessions for 2 days a week in the KS2 playground.</p> <p>£2900 to employ further lunchtime play initiators across 5 day in the KS2 and Year 2/3 playground</p>
<p><i>Renewal of high-quality playground equipment and use of class Sports Leaders to encourage active play.</i></p>	<p>PE lead who will work alongside Sports Leaders, who devise exciting and simple lunchtime activities aimed at utilizing playground equipment.</p> <ul style="list-style-type: none"> • Monday Magic moments run by PE lead • Active Tuesday and Wednesday competitions led by Sports Leaders 	<p>Engagement of all pupils in regular physical activity (KI2) Broader experience of a range of sports and activities offered to all pupils (KI 4)</p>	<p><i>Children will indicate, through pupil voice surveys and Sport Leader councils, positive outcomes from these initiatives.</i></p> 	<p>£1500 to purchase playground equipment that ensures children have access to high quality resources.</p>

	<ul style="list-style-type: none"> Skipping Thursday initiatives to encourage the whole school to complete 'school skipping challenges' 			
<p><i>Top-up swimming lessons for Year 6 pupils, who did not meet expected standard.</i></p>	<p>Year 6 staff and pupils.</p>	<p>Engagement of all pupils in regular physical activity (KI2) The profile of PE and sport is raised across the school as a tool for whole school improvement (KI 3)</p>	<p><i>Pupils exit data from these sessions will indicate a most now meeting the expected standard for swimming.</i></p>	<p><i>£3000 will be used for the payment of these lessons and to transport the children by coach to the pool.</i></p>
<p><i>Pupils to take part in a number of competitive matches against other schools. As well as festival tournaments organized by the School Games Organisations designed to increased participation amongst different</i></p>	<p>PE lead and pupils across the school. Mr Simonds to deliver Boys A and B teams training sessions weekly during lunchtimes Mr Simonds and Mrs Hollis to deliver Girls A and B teams training sessions weekly during lunchtimes Mrs Farmer to deliver weekly</p>	<p>Engagement of all pupils in regular physical activity (KI2) Broader experience of a range of sports and activities offered to all pupils (KI 4) Increased participation in competitive sport (KI 5)</p>	<p><i>Pupils will have competed in local cups, leagues and festival tournaments run by BPSFA and School Games organization.</i> <i>Pupils, who attend School Games Competitions will report increased confidence in taking part in sport, as well as,</i></p>	<p><i>£300 to pay for memberships to sports organizations.</i></p>

<p><i>targeted groups.</i></p> <ul style="list-style-type: none"> • <i>Boys A football team</i> • <i>Boys B football team</i> • <i>Girls A football team</i> • <i>Girls B football team</i> • <i>Basketball</i> • <i>Netball</i> • <i>Athletics</i> • <i>Schools Games festival for year 3, 4, 5 and 6.</i> • <i>KS1 children to participate in festivals held in the summer term.</i> 	<p>after school training session for netball.</p> <p>Mr Simonds to lead targeted training sessions for athletics and basketball prior to tournaments.</p>		<p><i>now looking to join local clubs to continue their development in the sport.</i></p>	
<p><i>Promote Summer Olympics to encourage children to be active and become familiar with sports which they may have not seen before and</i></p>	<p>All staff and pupils in the school</p>	<p>Broader experience of a range of sports and activities offered to all pupils (KI 4)</p> <p>Engagement of all pupils in regular physical activity (KI2)</p>	<p><i>All pupils will have participated in a range of sports during the summer term during a 'Sports Week'.</i></p> <p><i>Pupils will have participated in fact file</i></p>	<p><i>£1100 for competitions prizes and resources.</i></p>

<p>could become aware of.</p> <p>Pupils will be encouraged to participate in a 'sports week' associated with the Olympics involving Olympic sports they may never tried before. They will also be encouraged to participate in 'homework' competitions to design posters and fact files. Children will also meet a Team GB athlete and completed a workshop with the athlete.</p>			<p>and poster competitions</p> 	
<p>The school will work towards the School Games Gold award – this will be the school's 5th year in a row and so we will also apply for the</p>	<p>PE lead, Sports Leaders, Playground staff and all pupils</p>	<p>Increased confidence, knowledge and skills of all staff in teaching PE and sport (KI1)</p> <p>Engagement of all pupils in regular physical activity (KI2)</p>	<p>The school have gained the Gold and Platinum awards from the School Games organization (demonstrating a commitment to</p>	<p>£300 to buy 'library' of sports equipment resources.</p>

<p>Platinum award.</p> <p>With a particular focus on building on the success of the 'Active at Home' program from last year.</p> <p></p> <p>Track how much physical activity you do at home each week by colouring in one of the images below.</p> <p>Each individual image = 10 minutes of physical activity.</p> <p>Aim to complete 30 minutes of activity a day.</p> <p>Week 1</p> <p></p> <p>Parent Signature _____</p>	<p>The profile of PE and sport is raised across the school as a tool for whole school improvement (KI 3)</p> <p>Broader experience of a range of sports and activities offered to all pupils (KI 4)</p> <p>Increased participation in competitive sport (KI 5)</p>	<p><i>maintaining an active environment)</i></p> <p><i>The school will have set up a 'library' of sports equipment which children can borrow and take home to compete in active games at home.</i></p> <p><i>The school will have run active mornings sessions, where pupils and their parent/carers will have been taken part in sporty activities from 8-8.30am on the school playground.</i></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
Targeted team- teaching with experienced PE teacher. To increased staff's confidence in teaching PE lessons. To ensure high quality lessons are taught across the school.	100% of KS2 staff felt that team teaching had a positive effect on their teaching The area in which confidence had grown the most was OAA 100% of KS1 staff felt that team teaching had a positive effect on their teaching The area in which confidence had grown the most was their confidence in teaching Games. Observations noted that staff had demonstrated good skills in differentiating tasks and increasing challenges when needed. They were also able to clearly explain tasks, using key vocabulary.	Staff have been very positive about team-teaching with an experienced colleague. Our next steps will be to continue this approach with staff, focusing on dance.
Staff to attend Bexley CPD course to increase confidence in 'low confidence' areas of the curriculum.	At the start of the year 80% of staff indicated that they had low confidence in teaching OAA lessons. 4 teachers from across the school attended a course run by the local Borough. The teachers created 'hubs' of knowledge across the school and led staff meetings on how to successfully deliver OAA lessons. 71% of staff felt this greatly increase their understanding and	All staff who attended the course commented positivity on the orienteering resources, which were used during the training. These will be set up in the school in the summer break. Next step is the monitor how this helps improve the pupils' understanding of orienteering.

	confidence in delivering the OAA curriculum. 100%	
Set up after-school active clubs for pupils identified as not taking part in active clubs.	These pupils were identified and all took part in either an after school club or took part in lunchtime sessions led by a sports coach. Pupils enjoyed these clubs and felt they would now want to be part of a sports club on a regular basis.	Continue to monitor those children and who attended this year, ensuring they continue to be active. Next step is to identify further pupils who would also benefit from similar sessions.
Break-time Play Initiator will lead and demonstrate active play time games in the KS2 playground. The least active children in the school will be targeted and encouraged to join in with these sessions.	65% of pupils said they took part in these sessions and that 89% of those pupils felt it had a positive impact on them being more active.	Pupils have responded well to this initiative. Next step is to listen to pupil voice and understand what further sessions they would like to see implemented to gauge their interest.
<i>Renewal of high-quality playground equipment and use of class Sports Leaders to encourage active play.</i>	97% of pupils felt they were active on a typical break time. 86% of pupils used new equipment during the year and 83% of those pupils felt this had contributed to them being more active. 75% of pupils had taken part in active lunchtime challenges led by a Sports Leader and 90% of those felt it had a significant impact on them being more active.	This equipment has had a positive impact on pupils being active. Next step is to work alongside the School Sports Council to continue to have sports equipment in the playground which engages pupils to be active.

<p><i>Top-up swimming lessons for Year 6 pupils, who did not meet expected standard.</i></p>	<p>All pupils who attended top-up swimming made further steps towards being confident swimmers, resulting in 82% of year 6 pupils now being able to swim 25metres, at the start of the year it was 57%.</p>	<p>Next step is to identify those children currently in Year 5 who would benefit from top-up sessions in Year 6.</p>
<p><i>Pupils to take part in a number of competitive matches against over schools. As well as festival tournaments organized by the School Games Organisations designed to increase participation amongst different targeted groups.</i></p>	<p>The school competed against many locals in a range of competitive sports throughout the year:</p> <ul style="list-style-type: none"> • Girls football league • Girls football cup competitions • Boys football cup competitions • Boys B team football league • Mixed netball league • Mixed athletics School Games competition • Mixed cricket School Games competition • Girls cricket School Games competition • Mixed basketball School Games competition <p>Children from across the school also attended a number of school Games festivals designed to increase confidence trying new sports, these included:</p> <ul style="list-style-type: none"> • Dodgeball • Handball • Basketball 	<p>Continue to ensure the school enters a range of competitive sport competitions. Work alongside regional School Games Organisers to plan ways children in lower KS2 can participate in competitions.</p>

	<ul style="list-style-type: none"> Football 	
<p><i>Promote Summer Olympics to encourage children to be active and become familiar with sports which they may have not seen before and could become aware of.</i></p>	<p>Each year group held an 'Olympics Buzz Day' where an awareness and a buzz was created for the upcoming Paris Olympics. Children tried out a number of sports, including; javelin, discus and basketball, and completed art and English lessons with a focus on promoting the Games. Furthermore, all pupils were rewarded with prizes for completing a number of challenges. Pupils and staff both commented that they enjoyed the activities and were now more aware and excited about the upcoming event. Pupils commented on how much they enjoyed the 'beat your best' sports challenges and finding out about sports they previously hadn't realized were in the Olympic Games.</p>	<p>This was an enjoyable and engaging experience for the pupils. Next step is to plan further initiatives whereby we can engage pupils in fun sporty challenges through the excitement of world sports events, such as the Women's Football Euros in 2025.</p>
<p><i>The school will work towards the School Games Gold award – this will be the school's 5th year in a row and so we will also apply for the Platinum award.</i></p>	<p>The school achieved the Platinum Award, which included a case study on its commitment to ensuring all children are active daily for 60 minutes.</p>	<p>Next step is to build on the commitment to ensuring all children are active for 60 minutes a day.</p>

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?	57% End of year 82%	28% were close to tipping into expected standard, managing to swim independently approximately 15-20 meters.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57% End of year 82%	Further top up sessions are planned for children, who did not meet expected standard.

<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><i>All pupils were taught these during swimming lessons and through a targeted assembly workshop</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/No</p>	<p>Pupils in Year 6 who are below the expected standard will attend top up lessons in the summer term.</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>These lessons are taught by qualified personal from local swimming pool.</p>

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	(Name and Job Title)
Governor:	(Name and Role)
Date:	