



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
Increased engagement of pupils in physical activity at break times	Pupils thoroughly enjoy the playranger sessions and are active in their play throughout these times. The additional play worker has facilitated stronger play sessions and pupils are more positive in their play and can manage own play better	Maintain this work and develop further using team captains to act alongside the play workers.
Staff Development	The use of the sports coach not only to support the non specialist teachers but also the PE teacher – focusing on working with the youngest pupils – has greatly improved confidence teaching these younger children.	School now confident that additional sports coach not required and the school based staff member can take on the development of all staff.
Children active and engaged in wider range of sporting activities	We have been able introduce a broader range of free clubs including a gymnastics club and dodgeball club using specialist teachers. This has broadened the experiences on offer, with uptake being very strong	
Health and Wellbeing week.	Fortune enabled us to promote this week positively with three ex Olympians to inspire pupils with workshops for the children. This encouraged a number of pupils to want to try new activities.	
Broadened opportunities for girls	The engagement of girls in sport, following a previous 'This girl can club' at lunchtimes has continued and we are seeing girls far more active in their play. Girls have a dedicated football club/team but also play happily alongside the boys.	Keep this as a continued focus

Key priorities and Planning for 2023/24

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
Increased engagement of pupils in physical activity at break times	Support staff leading the activities Pupils – as they will take part.	Key indicator 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. Key indicator 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.	£4350 Additional play support at breaktimes
Increase opportunity for physical play and activity at breakfast and afterschool clubs	Breakfast Club / After school club staff leading activities Pupils – as they will take part.	Key indicator 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. Key indicator 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.	£2500 additional play support
Engagement in the Rickmansworth Sports Partnership increasing opportunities for engagement in competitive sports – inter and intra school.	Pupils – all year groups key stage 1 and 2	Key Indicator 2 – Profile of PE and Sports raised across the school as a tool for whole school improvement Key Indicator 5 - Increased participation in competitive sport	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,	£2350 Annual membership

<p>CPD for teachers – key focus on dance</p>	<p>Primary Teachers non PE specialists</p>	<p>Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school,</p>	<p>£500 cost of course, cover and time to attend and disseminate</p>
<p>CPD for teachers – key focus on developing games techniques specialist teacher working alongside ECT and less experienced staff</p>	<p>Primary Teachers non PE specialists</p>	<p>Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</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>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school</p>	<p>2 days teaching focus: £10000</p>
<p>Use of specialist staff to meet the needs of vulnerable children with 1:1 or very small group interventions – PE focussed but linked across the curriculum</p>	<p>Primary Teachers non PE specialists</p> <p>SEND Pupils</p> <p>1:1 staff supporting pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 3 - Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Staff more confident working to support SEND pupils.</p> <p>Pupils more active and engaged in PE</p>	<p>(Cost covered as part of the £10k above)</p>
<p>Annual Health & Wellbeing Week and Feel Good Week</p>	<p>All staff delivering sports activities to pupils</p> <p>All Pupils</p> <p>Parents supporting events and engagement</p>	<p>Key indicator 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>Key Indicator 2 – Profile of PE and Sports raised across the school as a tool for whole school improvement</p>	<p>Pupils more active and engaged in PE</p>	<p>No cost</p>

		Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		
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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
Increased engagement of pupils in physical activity at break times, before and after school	Pupils thoroughly enjoy the playranger sessions and are active in their play throughout these times. The additional play worker at both lunch and extended care sessions has facilitated stronger play and pupils are more positive in their play and can manage own play better, supporting positive relationships between pupils.	Maintain this work and develop further using team captains to act alongside the play workers. Extend training for more MSAs moving forwards.
Engagement in the Rickmansworth Sports Partnership increasing opportunities for engagement in competitive sports – inter and intra school.	This has allowed all pupils to participate in a wider range of sports and sports festivals and competitions. Competitions vary but in each year group there is always a competition that all pupils in the year take part in. Yorke Mead is increasingly seen as a school that positively promotes sport and one where pupils are proud to compete.	The opportunities are greater for Upper Key Stage 2; look towards ways to increase competition opportunities through internal activities enabling more access for all pupils.
CPD for teachers	Teachers were seen to be far more confident in the dance units this year with pupils engaging positively; all but one pupil took part which reflects the raised profile dance had. Teachers all had some dedicated time to support their development but this was more focused on ECTs this year.	Ensure that all staff benefit from the support in future years focused on teaching of gymnastics
Health and Wellbeing week	Positive week when all pupils accessed a range of sporting activities every day of the week, increasing focus and profile of being active as well as allowing broader range of sports to be explored. This year we were less successful putting positive role models in front of the children.	Explore opportunities to bring in athletes to inspire excellence and participation.

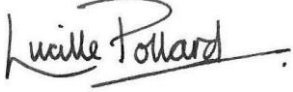

Swimming Data

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?	63 %	<i>Pool space limited in local area. Used a pool in the town centre, which was expensive in terms of the travel to the pool and the opportunity to access. This alongside the year group missing their Year 4 swimming due to Covid restrictions means swimming only happened in one year for this cohort.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	59%	<i>For many pupils time is spent developing confidence to actually swim rather than focusing on the range of strokes. This is particularly true given the cohort only swam in one year rather than the planned two years.</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	54%	<i>Limited time in the pool sessions means and not realizing this could be taught away from the pool means that opportunity was limited. This will be addressed in future years.</i>
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	<i>This will be a focus for the next academic year. Now realise that this can be delivered away from the pool and therefore will seek a course for staff as part of the sports premium spending for academic year 2024-25</i>

Signed off by:

Head Teacher:	<i>Lucille Pollard</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Luke Furlong</i> LUKE FURLONG
Governor:	<i>Peter Hyland</i> 
Date:	July 2024

