



# 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
<ol style="list-style-type: none"> <li><b>Pupils are able to achieve 30 active minutes a day through their current curriculum.</b> We introduced physical activity boxes into the lower year classrooms to support break sessions and mini enrichment slots. This allowed pupils to be able to choose equipment and then use that equipment during their break times either alone or with staff/peers.</li> <li><b>Pupils develop fine and gross motor skills through targeted play and equipment.</b> We sourced a wide range of games for pupils to access in social breaks and lesson times that all focused around fine motor skill development. These were kept inside each classroom so pupils had access</li> </ol>	<ol style="list-style-type: none"> <li>This worked well and pupils were able to access and engage in more physical activity during their current curriculum than they were previously. Pupils were able to develop their fine and gross motor skills, as well as their social, emotional and mental health needs. This also supported pupils in developing their fundamental movement skills through targeted play practice.</li> <li>Pupils were able to access and develop fine motor skills across lessons in school and targeted games and activities were slotted into each day allowing pupils to bridge gaps in</li> </ol>	<ol style="list-style-type: none"> <li>We found that many bits of equipment were missing from the boxes each term as the break time was short so many pupils were rushed to get back into their main lessons. We are looking for a way to further develop this moving forward to give pupils more time to achieve active minutes throughout the day.</li> <li>Pupils who are taught in 'intervention P.E groups' are still to have 10 minutes+ assigned for fine motor skill development.</li> <li>Pupils KPI levels for the module 'motor skills' saw an improvement</li> </ol>

at all times. Fine motor skill games and sessions were also added to our daily enrichment sheet.

- 3. To develop pupils' fundamental movement skills. Focusing on three main areas; balance, locomotor and ball skills.** Pupils were working at below average for motor skill development in P.E lessons.
- 4. Pupils to develop basic swimming skills, develop confidence and/or safe self-rescue technique (swimming top up).** Pupils fall below national average for swimming competence, confidence and safe self-rescue.
- 5. Pupils develop boxing/fitness skills as part of a whole school breakfast/enrichment programme.** Pupils develop boxing and fitness as many pupils were showing particular interest in these areas.
- 6. Staff to develop confidence and skills in teaching yoga. Allows pupils opportunity to take part in yoga within school to develop balance and coordination.** From using the PE and Sport Premium we funded the school having an IMoves account where pupils can access a wide range of practical links and tutorials/games around fitness, yoga, motor skill development. This can be

development. Pupils who were taught in the 'intervention PE groups' have 10+ minutes scheduled in each lesson specifically for fine motor skill development. This was written into their P.E curriculum plans due to fallen below average benchmarks. There was a clear increase in the number of pupils achieving higher on their KPI scores than previously, especially with regards to their 'motor skill's module.

3. It was decided that fundamental movement skill development would be added into P.E lessons between the years of 5-7. This supported pupils who were working at below average to bridge gaps in development and have one targeted P.E session a week around these areas.
4. A pop-up swimming pool was hired for pupils to access additional swimming top up throughout a 4-week programme. This allowed pupils to have smaller group sessions targeted on specific areas. During this time pupils who had not previously engaged in swimming took part and others were able to secure

over the academic year. This is something that is now set to continue as part of years 5-7 curriculum.

4. Pupils as a whole really enjoyed the pop-up swimming pool on the school site and many pupils engaged consistently throughout the duration. Pupils were able to take part in additional swimming lessons as well as fun swim, water polo and social games. Pupils who were not previously able to attend swimming off site due to behavior and safeguarding concerns were able to access swimming on school site instead.
5. The boxing and fitness sessions went well at first, however due to staffing this was not always to take place – due to the inconsistency this was revoked during the school year.
6. Staff have been trained in using IMoves, however this has not been consistently done and therefore there are still gaps in training and staff are not hugely familiar with the process and resources on offer. KDr to complete further in house

easily taught by all teaching staff.

- 7. Develop confidence and competence in linking PPSSPA and numeracy together.** Numeracy across the curriculum has been introduced throughout Oak Bank (whole school).
- 8. To develop staff's confidence in school in delivering 30 active minutes a day.** Staff are able to access IMoves accounts to incorporate video links, resources and games. Set staffing for set year groups.
- 9. Pupils engage in a variety of new activities and sports as part of the daily breakfast and enrichment programme.** As a school we are looking to expand our enrichment offer to try and encourage more pupils to take part in physical activity across the day. By introducing new sports and activities this will encourage more pupils to try out new things and hopefully gather interest in particular areas.
- 10. Pupils have access to regular in-house competitions to boost social skills and engagement in competition.** Climbing, dodgeball, football, multi sports, mini golf.

- improvement in at least one of the three areas. In total – four extra pupils were able to achieve a 25m badge and all pupils saw some improvement in one area. Some pupils who had not previously been in water were able to achieve duckling awards as a minimum.
5. Pupils in younger years are now able to engage in boxing type activities and fitness activities in both the mornings and enrichment times during the week. This was done on a timetable basis to see how many pupils would be interested and if this could be sustainable. The intake was not that high and therefore the decision was made to reduce the amount of times this was running across the week. Those pupils that were particularly interested now have designated boxing and fitness sessions as part of their curriculum.
  6. In order to develop the knowledge, understanding and confidence in delivering activities such as motor skills, yoga and dance in the classroom, Oak Bank purchased a subscription to an account called I Moves. This ensured that staff could

CPD training during academic year 2023-24 and 2024-25.

7. Numeracy across the curriculum was introduced into PE lessons, but this was not consistent due to the confidence and knowledge of staff teaching. Plans are in place to further develop this during the school year 2024-25.
8. Please see IMoves information from note 6.
9. Pupils are able to access a wide range of practical options as part of the main school enrichment programme.
10. Due to staffing at points it was not always possible for fixtures and events to take place. Subsequently, the staff leading this action did not manage to fully implement fixtures and competitions and only some managed to take place across the year.



access remote learning videos and resources in order to allow pupils to follow along and complete simple exercises and routines from a classroom environment.

7. With numeracy across the curriculum being introduced whole school, it meant that there needed to be a clear focus each term on specific elements of maths. For example, time, measurement etc. As a department we resourced additional maths/PE equipment so that we can incorporate maths links into PE lessons and Maths/PE links can be put into each KS2 PE box.
8. Staff all have access to the schools IMoves account. KS2 staff are able to use this account to hold small practical learning breaks in lessons and social/enrichment times. This works better for some classes and staff than others due to the interests of the children. Some staff find it easier to run their own small sessions rather than using the resources online – this is down to staffs' preference.
9. Money was spent on improving the KS2 enrichment programme to

	<p>ensure that pupils were able to access a variety of different sports such as mini golf (hand eye coordination) and mini cricket. Pupils have been able to access a wider range of physical activity options throughout the enrichment programme that has run all year.</p> <p>10. Pupils in KS2 were able to engage in year group dodgeball training and fixtures, as well as some football and climbing competitions throughout the year. This is something we are still looking to develop throughout the years.</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
<ol style="list-style-type: none"> <li>Expand net and wall offer in P.E lessons and enrichment clubs with particular focus on badminton</li> <li>Develop staff's awareness for delivering numeracy links in P.E</li> <li>Introduce motor skill targeted sessions to all PE lessons to</li> </ol>	<p><b>PE staff (KDr/AL/MT)</b></p> <ol style="list-style-type: none"> <li>This will impact PE teachers across the school and pupils who will be able to access more specialist net and wall games as part of their curriculum. PE staff will be in charge of implementing this into the current PE curriculum and expanding the curriculum offer we have.</li> <li>This will impact PE staff directly as the teaching</li> </ol>	<ol style="list-style-type: none"> <li><b>Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</b> Pupils to have a wider curriculum offer and further access to specialist topics and sporting areas.</li> <li><b>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b> Staff to develop knowledge and understanding of planning and delivering numeracy across the PE curriculum.</li> </ol>	<ol style="list-style-type: none"> <li>Pupils will have access to more activities in their PE curriculum and pupils will develop interests in certain areas promoting further engagement in physical activity. Pupils will also be able to achieve more active minutes supporting the chief medical advice.</li> <li>This will impact</li> </ol>	<p><b>Total allocated: £15,110</b></p> <p><b>Budget spent: £14,826.83</b></p> <p><b>Remaining balance July 2024: £283.17</b></p> <ol style="list-style-type: none"> <li>Badminton nets, posts, rackets (various sizes) - <b>£680.14</b></li> <li>Numeracy cards and Active Math's kits - <b>£232.14</b></li> <li>Active All Wall - <b>£7,900</b> and a array of motor skills equipment to be used in PE lessons, movement break sessions and</li> </ol>

<p>increase PE attainment across the year</p> <p>4. To be able to bridge gaps in swimming ability, confidence and competence in all three areas.</p> <p>5. Introduce targeted football training and competitive play games for KS2 to breakfast and enrichment clubs.</p> <p>6. Expand staff's knowledge and competence in delivering indoor climbing.</p> <p>7. Increase competitive sports offered in school so pupils have at least one opportunity of a fixture across a</p>	<p>of staff will change and develop due to the introduction of numeracy into lessons. This will also impact the maths department who have delivered maths mastery intervention workshops for PE staff in order to gain valuable knowledge and insight in how to adapt and implement numeracy into PE lessons.</p> <p>3. This will directly affect PE teaching staff and pupils across the school due to the change in curriculum, planning and structure. This will also affect KS2 teaching staff who are overseeing the running of movement break lessons and their breakfast club programme.</p> <p>4. This will impact PE staff, KS2 teaching staff and pupils in KS2 due to</p>	<p><b>3. Key Indicator 3 – The profile of PE and sport is raised across school as a tool for whole school improvement</b> – Pupils attainment in PE will increase over time due to development in motor skills especially with using the new Active All Wall. <b>Key Indicator 4- Broader experience of a range of sports and activities offered to all pupils.</b> Development of PE curriculum in order to promote motor skill development in lessons.</p> <p><b>4. 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 a day, of which 30 minutes should be in school.</b> Pupils will have opportunities to participate in additional</p>	<p>pupils' numeracy development and prompt further attainment in math's through the whole school incentive of numeracy across the curriculum. Clear focusses each term in PE lessons.</p> <p>3. The impact of this on pupils will be the attainment of pupils PE levels and competence in completing their fundamental movement skills will increase over time. Pupils who are in intervention PE classes should see a greater improvement due to lessons having a heavier focus point. Pupils will also be able to achieve more active minutes supporting</p>	<p>breakfast/enrichments - <b>£1,499.26.</b> Athletics equipment for PE lessons, movement breaks and breakfast/enrichments - <b>£630.23.</b> Alternative games and activities such as boccia, roller balls, kurling, target games, fine motor skill games- <b>£310.19</b></p> <p>4. Hire of Tiddenfoot Swimming Pool – 1 hour Per Week - <b>£996.80</b> (two terms worth)</p> <p>5. Football goals, shin pads, certificates, socks, balls size 4 and 5 - <b>£1673.84</b></p> <p>6. CPD for MT and climbing</p>
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<p>term. (Intra or external)</p> <p>8. To promote whole school physical activity events in order to increase participation and awareness for activity. Delivery of at least one whole school event across a term.</p>	<p>changes in timetable and being added onto extra swimming sessions. KS2 staff will be required to lead the swimming sessions each week to the local swimming pool due to timetable constraints.</p> <p>5. This will directly impact the whole staff team as all staff have the potential to be put on the football enrichment programme. Set PE staff will be required to take lead on this activity each day and for each training session.</p> <p>6. MT to attend and obtain his indoor climbing qualifications to enable indoor climbing to be branched out further within the curriculum and allow more pupils to access this as part of their curriculum.</p> <p>7. KDr and AL to take lead on organising whole</p>	<p>swimming sessions to count towards their daily active minutes. <b>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</b> Pupils will have broader experience of activities as swimming will be part of their extended curriculum throughout the duration of the school year. <b>KS1/2 National Curriculum link</b> – pupils will be able to achieve 25m swimming, complete safe self- rescue and use a range of stroke effectively.</p> <p>5. <b>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 a day, of which 30 minutes should be in school.</b> Pupils will have opportunities to participate in additional</p>	<p>the chief medical advice. Pupils will also be able to access fun and engaging equipment during movement breaks and enrichment times that can be used as part of a whole school incentive to bridge motor skill development and reaction times (Active Wall)</p> <p>4. Pupils will bridge gaps in swimming ability and improve in at least one area of the swimming indicators over a period of time. Pupils will take part in regular swimming sessions across the whole school year to promote growth in all three areas. Pupils will also be</p>	<p>equipment for him to be able to teach climbing - <b>£591.58</b></p> <p>7. Certificates, trophies, stickers and medals for events plus sports day equipment for competitive races - <b>£210.26</b></p> <p>8. Team GB Athlete Day, equipment and resources for Oak Bank Family Run - <b>£102.39</b></p>
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	<p>school fixtures and competitions for pupils to take part in. This can be all sports including dodgeball, football, multi sports, climbing etc.</p> <p>8. KDr to take lead on organising whole school initiative programmes to promote physical activity across the school. The delivery and changes of this will impact the whole school.</p>	<p>swimming sessions to count towards their daily active minutes. <b>Key Indicator 4 - Broader experience of a range of sports and activities offered to all pupils.</b> Pupils will have broader experience of activities as football will be part of their extended curriculum throughout the duration of the school year, as well as being taught as part of their main curriculum. <b>Key Indicator 5- Increased participation in competitive sport.</b> Pupils will have access to regular training sessions and intra fixtures throughout the year with the aim to develop this into external fixtures (behavior and engagement depending).</p> <p>6. <b>Key Indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.</b> MT will become qualified in leading indoor climbing.</p> <p>7. <b>Key indicator 5- Increased</b></p>	<p>able to achieve more active minutes supporting the chief medical advice.</p> <p>5. Many pupils in KS2 have signed up to take part in daily football training sessions during enrichment times and pupils have been developing skills, knowledge and active minutes in this area. This has become very popular within school.</p> <p>6. With MT becoming qualified in teaching indoor climbing, this will mean we can expand the offer of indoor climbing to more pupils, allowing more pupils to broaden their experience in different sports and</p>	
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		<p><b>participation in competitive sport.</b> Pupils will have access to intra competitive games throughout the year in a variety of sports and will look to develop this into mixed teams with higher year groups to boost social skills and transition into KS3. Sports on offer will be dodgeball and football to begin with due to the areas of interest of our pupils.</p> <p><b>8. Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</b> KDr to facilitate whole school programmes to promote physical activity in school. Look to incorporate dodgeball programme (term 1 - whole school dodgeball programme, term 2- Paralympian athlete event- whole school, term 2- mixed schools' mini Olympics tournament, term 3 – whole school football</p>	<p>also achieve active minutes each day as part of the chief medical advice. More pupils will also be able to take part in structured lessons as part of their curriculum meaning they can learn further skills, developing both knowledge and competence.</p> <p>7. The impact from implementing such fixtures into our school structure will allow for pupils to build resilience and understanding into how to play competitively and also how to develop sportsmanship. Both dodgeball and football will take place during morning and afternoon enrichment</p>	
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		<p>programme, term 3 – Oak Bank Family Run as part of the Oak Bank Olympics campaign). Throughout the year ongoing dance and dance fitness classes led by Royal Academy of Dance).</p>	<p>sessions each week as well as being planned into movement break sessions throughout the school year.</p> <p>8. KDr will implement the following over the course of a year; whole school dodgeball fixtures and tournament, Team GB Paralympian events which will allow pupils to take part in physical activity throughout the day and also give pupils the opportunity to develop an understanding around the world of sport followed by a Q&amp;A with a Team GB athlete. A whole school family run will be implemented into the summer term programme to</p>	
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			<p>support with whole school development of active minutes and promoting physical activity around the school. This will impact all children by allowing them access to leading professionals to develop insight and knowledge, opportunities outside of the classroom and supporting in ensuring pupils take part in active minutes to promote advice giving by Chief medical teams. These events are something as a school we would like to continue to run each year to promote school values and physical activity amongst</p>	
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			our school community.	
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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
<ol style="list-style-type: none"> <li>1. To promote whole school physical activity events in order to increase participation and awareness for activity. Delivery of at least one whole school event across a term.</li> <li>2. Increase competitive sports offered in school so pupils have at least one opportunity of a fixture across a term. (Intra or external)</li> <li>3. Expand net and wall offer in P.E lessons and enrichment clubs with particular focus on badminton</li> <li>4. Introduce motor skill targeted sessions to all PE lessons to increase PE attainment across the year</li> </ol>	<ol style="list-style-type: none"> <li>1. This action has worked well across the school year and many pupils have succeeded in at least one event across the year. Pupils' awareness for taking part in activity has improved and each term the intake for pupils taking part in the whole school events has increased. Around 80% of the school cohort have participated in at least one event over the course of the year which has been our highest intake so far. The Team GB Olympian Day was a great success and over 30 pupils from the whole school attended this event to take part in fitness activities and an assembly/Q&amp;A around the athlete's lifestyle and the Olympics/Paralympics.</li> <li>2. There has been an increase in the number of fixtures being run at Oak Bank both internally and externally. Pupils have been able</li> </ol>	<ol style="list-style-type: none"> <li>1. This is something that will continue each year to continue to try and promote whole school physical activity and success. KDr will also look at introducing the daily mile into the schools programme academic year 2024-25.</li> <li>2. PE staff will look to implement smaller dodgeball fixtures between KS2 classes next academic year as a trial basis.</li> <li>3. Staff are to continue to implement badminton and other net and wall games into at least one-half term of their PE teaching timetables. This was a success for the pupils and many pupils enjoyed this topic.</li> <li>4. Pupils are still working at below their expected age for motor skills and PE in general – however provisions are in place to bridge some gaps in physical literacy. This is to continue for the academic year 2024-25.</li> </ol>

to attend dance competitions, multi sports competitions, football fixtures as well as been a part of internal dodgeball and football fixtures. This is something that has been promoted drastically this year and many pupils have engaged. We have seen an increase in the number of pupils willing to take part in events and pupils are more open and receptive to taking part in competitive events.

3. Pupils in KS2 have developed their skills and knowledge in P.E lessons and one-half term of PE lessons have been tailored and focused around net and wall games specifically with many of the groups focusing on Badminton. Pupils levels have been obtained with regards to net and wall games and the offer of this on our whole school enrichment programme has increased over the year.
4. PE staff have seen an increase across all KS2 pupils' motor skill KPI scores from autumn to summer term and all pupils across

	KS2 have made progress in their Motor Skill KPI. Attainment overall for motor skills has improved this year.	
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## 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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>50%</p>	<p>Many of our pupils have attended weekly swimming sessions throughout the year (in total five), however due to behavior, timetabling, safeguarding or willingness, only three pupils have consistently engaged throughout the year. The three pupils who have consistently engaged have all made progress in areas of swimming.</p> <p>In total four pupils have achieved their 25m swimming badge (one has achieved externally)</p> <p>The progress made by all five pupils has been evident but swimming ability of two pupils was extremely low at the start. Some pupils have attended numerous sessions across the year, however not enough consistently to be able to achieve 25m.</p> <p>Two pupils are not able to attend their weekly swimming session due to their personal timetables. Two pupils have refused to attend all year.</p>



		In total there are nine pupils in our year 6 cohort.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	37.5%	In this area the progress and attainment of our pupils was much lower; only three out of nine pupils have made progress in this area across the school year. (One pupil has made progress outside of school and currently refuses to swim with the school cohort- however does attend regular swimming sessions outside of school).

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	37.5%	In this area the progress and attainment of our pupils was much lower; only three out of nine pupils have made progress in this area across the school year. (One pupil has made progress outside of school and currently refuses to swim with the school cohort- however does attend regular swimming sessions outside of school).
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<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>One term of swimming was funded through the main PE curriculum budget and two further terms of swimming were used as top up swimming and were funded through PE and Sport Premium (trying to bridge gaps in swimming areas).</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>Staff have not been provided with any further CPD in teaching swimming, however we do pay for trained coaches from the external leisure center. This academic year there has been additional staff in the water to support pupils and manage behaviour.</p>

Signed off by:

Head Teacher:	<i>Phil Collier</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Katie Draper – PE/English Teacher</i>
Governor:	
Date:	5 <sup>th</sup> July 2024