



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 |
|--|---|---|
| Engaged the services of Apex 360 Stomp to provide specialist dance coaching to a range of classes across key stages. | Children participated in professional dance classes that helped develop and enhance skills, abilities and confidence. | 100% of children took part in a dance showcase. |
| All staff received training on the links between fitness levels and academic attainment. | All children were active for a minimum of 60 minutes per day, through organised movement breaks, active lessons and active journeys to and from school. There were significant improvements in pupils' attitudes to learning and concentration during PE and other lessons. | |

| | | |
|--|---|--|
| Pupils participated in the Barnet FC 'Bees in the Community' scheme and benefited from specialist football coaching. | The attendance at the after-school football club evidently increased (attendance was up 36% at the after-school club versus the previous year). | |
|--|---|--|

Key priorities and Planning 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 |
|---|--------------------------------------|---|---|---------------------------|
| Purchase a subscription to imoves & 5 a day to enable teachers to deliver active lessons and movement breaks. | All Teaching staff All pupils | Key indicator 2 -The engagement of all pupils in regular physical activity. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | More children are encouraged to take part in active lessons and movement breaks which will lead to children becoming more active which will raise fitness levels. Imoves provided CPD for teachers to get a better understanding of how to teach dance. 100% of pupils took part in the Dance Showcase this year and teachers felt confident in delivering and teaching dance lessons. | £1102 |
| Renew membership to the Harrow Sports Package – this includes the opportunity for teachers to take part in CPD. | PE lead, pupils, teaching staff | Key Indicator 5: Increased participation in competitive sport. Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | Pupils have represented the school at borough competitions this year. We have attended a variety of different fixtures including netball, cricket, Key Stage 1 Multi-sports, athletics and football (boys and girls). ECT's took part in dance and | £1500 |

| | | | | |
|--|------------|--|--|-------|
| | | | gymnastics CPD. Their feedback was very positive and they said they felt confident in delivering and planning gymnastics and dance lessons. The PE lead also attended CPD sessions to help support their leadership of the subject. | |
| Organisation of transportation to competitive tournaments. | Pupils | Key Indicator 5: Increased participation in competitive sport. | Children had the opportunity to attend a range of borough competitions this year. Year 6 children made it to the athletics finals day which boosted the moral and confidence of these particular children. | £1128 |
| Purchase of the Skip2bfit program | All pupils | Key indicator 2 -The engagement of all pupils in regular physical activity. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Improved the physical fitness levels of the whole school. Children said it helped them concentrate more during lesson times it increased their motivation in other subject areas. The teachers commented that all children enjoyed taking part in the skipping, especially the challenge element to the program. | £4798 |

| | | | | |
|---|------------------|---|--|----------|
| Purchase of new resources | All pupils | Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | Observations by the PE lead showed that equipment purchased in the year has been used to improve weekly lessons. Children also have a wide variety of different resources/activities they can take part in during play times. The sports leaders supported children during playtimes. | £2804.45 |
| Providing CPD in teaching gymnastics and dance to teachers. | Staff and pupils | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. | A staff survey found that gymnastics and dance were the two areas that class teachers believed they needed to develop. All staff who took part in the gymnastics and dance CPD said it was very beneficial in helping them plan and deliver lessons. 100% of children took part in a dance showcase. | £3644 |
| To ensure PP children are exposed to a wide variety of sport opportunities. | Pupils | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | One child said “It was amazing to be able to take part in dance sessions every week. It was a fun way to exercise”. | £816 |

| | | | | |
|--------------------------|-------------------------|--|---|------|
| Subscription complete PE | All staff All pupils | Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | Increased confidence, knowledge and skills of staff in teaching a range of different PE skills. 100% of teachers said they feel more confident following the complete PE scheme. | £150 |
| Dance days | All pupils | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children had the opportunity to learn a new dance style during International Week with a professional dancer. The children commented on how much fun they had and how fantastic it was to have a chance at learning a different dance style. Teachers also commented on the fact that it helped them think of different ideas for the Dance Showcase. | £445 |
| GAA | Year 5 pupils | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Children in Year 5 had the opportunity to take part in a sport that most children have never played before. They were able to use skills from other sports to help them learn a new sport. Going forward we would like to continue GAA with pupils from | £200 |

| | | | | |
|--|------------------------|---|---|-------|
| | | | our school to help them build a range of skills. | |
| Provided CPD and team-teaching sessions with Brentford FC coaches. | Year 1 & Year 5 pupils | <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p> | A large proportion of children who received this specialist coaching said it was one of their highlights of the year and they gained a lot more experience and skills in the sport of cricket, rounders, locomotion and agility, balance and co-ordination. | £2938 |

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 |
|---|--|----------|
| <p>Provided CPD and team-teaching sessions with Brentford FC coaches.</p> | <p>A large proportion of children who received this specialist coaching said it was one of their highlights of the year and they gained a lot more experience and skills in the sport of cricket, rounders, locomotion and agility, balance and co-ordination.</p> <p>ECTs were given specialist coaching and strategies to use in PE lessons to develop pedagogy.</p> | |
| <p>Providing CPD in teaching gymnastics and dance to teachers.</p> | <p>A staff survey found that gymnastics and dance were the two areas that class teachers believed they needed to develop. All staff who took part in the gymnastics and dance CPD said it was very beneficial in helping them plan and deliver lessons. 100% of children took part in a dance showcase.</p> | |
| <p>Harrow Sports' package</p> | <p>Has given children of all abilities opportunities to participate in competitive sporting competitions. Has also trained the ECTs in dance and gymnastics planning and teaching and provided the new PE lead with</p> | |

| | | |
|---|--|--|
| | leadership CPD opportunities inc. how to monitor the teaching of PE, assessing in PE and how to be Ofsted ready. | |
| Providing CPD in teaching gymnastics and dance to teachers. | 100% of teachers said that the dance and gymnastics training was very beneficial – they felt more confident planning and delivering gymnastics and dance lessons. The gymnastics coach provided support in how to use the equipment. The teachers said they all felt more confident to use the equipment during lessons. | |
| To ensure PP children are exposed to a wide variety of sport opportunities. | These children have become more confident in a range of different skills and continued to develop skills and take part in activities on their own interest. | |

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? | 90% | |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 93% | Children in Year 6 are confident to use a range of different strokes effectively. |

| | | |
|--|---------------|--|
| <p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p> | <p>80%</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>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>We use trained professional lifeguards and swimming instructors who have regular training to improve their knowledge to be able to teach swimming and water safety.</p> |

Signed off by:

| | |
|--|-----------------------------------|
| Head Teacher: | <i>Ms Huij</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Sinead Moran-Walsh PE Lead</i> |
| Governor: | <i>Linda Barnard</i> |
| Date: | |