



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.

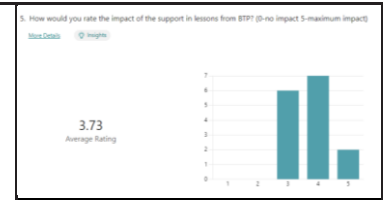
Activity/Action	Impact	Comments
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school Linked with: Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Main actions-to ensure high quality teaching of the PE curriculum. Upskill staff through modelling by specialist coaches in areas of less confidence, review and development of planning alongside coaches to incorporate mini-games and competitions as a focus.</p>	<p>Staff gained more confidence through use of coaches modelling and team teaching although this was not sustainable to Summer Term a trial of Beyond the Physical was introduced.</p>	<p>Beyond the Physical scheme to ensure continuity across all year groups, this will be emerging this academic year, starting with a whole school staff meeting led by BTP and a member of the BTP team leading and modelling sessions for every year group. Planning has been shared for all coaches and staff have put the plans into practise with the skills to deliver in 2023-2024. Staff are able to see the progress achievable within one lesson and how to create mini competitions with the sport of PSP/BTP coaches this year. Coaches for next year will continue with specialist coaches for different areas. Staff surveys showed increase in confidence-see 2023-24 Sports Premium.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Linked with: Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>A broader range of children have accessed festivals and clubs with teaching staff leading on selection. Children have developed interests in a range of supports and have requested them for the following year such as tri-</p>	<p>To continue the membership to PSP and develop the role of Sports Leader now we have a new dedicated member of staff.</p>

	Celebrations -Outstanding Sports Person, Endeavor Award, Leadership Award	
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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
<p>CPD for teachers.</p> <p>Use specialist coaches to upskill staff:</p> <ol style="list-style-type: none"> Beyond the Physical as this is a new scheme the school will be using this academic year. Dance and gymnastics as these were identified as areas of weakness for teachers on a previous teacher voice. 	<p>Primary teachers. All children in school.</p>	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: Engagement of all pupils in regular physical activity.</p>	<p><u>Impact</u> Primary teachers are more confident to deliver effective PE lessons.</p> <p>Staff are able to see the progress achievable within one lesson and how to adapt their lessons using the STEP principle.</p> <p>Children are more engaged in PE lessons and behaviour has improved as the level of challenge is more appropriate to individual needs.</p>  <p>3. How did you feel about Beyond the Physical before you taught it? (0=not confident 5=extremely confident)</p> <p>2.27 Average Rating</p> <p>4. Has the support had an impact on your teaching of the BTP scheme?</p>	<p>Gymnastics coach (Autumn A – Spring B) £ 3990</p> <p>Sports Coach (Autumn A – Autumn B) £2470</p> <p>Beyond The Physical coach (Autumn A – Summer A) £5320</p> <p>Dance Coach (Autumn A – Spring B) £3900</p> <p>Golf coach (Spring A – Spring B) £1520</p>





Sustainability
 Planning has been shared by all coaches and staff will put the plans into practise to deliver next year.

Beyond the Physical will continue to support staff in delivering the scheme effectively.



<p>To provide children with the opportunity to participate in a range of physical activities beyond PE curriculum sessions such as lunchtimes clubs, after school clubs and try it, days run by PSP.</p>	<p>All children</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p><u>Impact</u></p> <p>More children are meeting their daily physical activity goal.</p> <p>The profile of PE is raised across school.</p> <p>Children are experiencing a wider range of sports and activities.</p> <p>Examples include:</p> <p><u>Competitions</u></p> <p>Cross country Sports hall athletics Quiksticks Rounders</p> <p><u>Try it festivals</u></p> <p>KS1 multi-skills Fun run Football</p> <p><u>ASC and Lunchtime clubs</u></p> <p>Gymnastics Hip hop</p>	<p>£0</p> <ul style="list-style-type: none"> - Cost included in coaches being used for CPD. - After school clubs are charged to cover cost of out-of-school providers.
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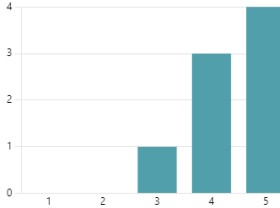
			<table border="1"> <thead> <tr> <th>LARGE HALL</th> <th colspan="2">OUTSIDE</th> </tr> </thead> <tbody> <tr> <td></td> <td> Rancho Yr. 3-6 Miss Anderson Changed in Yr. 6 Pick up hall door </td> <td> Multi-Sports Yr. 1-3 Project Sport Changed in Yr. 1 Pick up 1P door </td> </tr> <tr> <td></td> <td></td> <td> Basketball Yr. 3-6 PSP Changed in Yr. 6 Pick up hall door </td> <td> Girls Football Yr. 4-6 Project Sport Changed in Yr. 5 Pick up Yr. 5 door </td> </tr> <tr> <td></td> <td> Drama Yr. 3-6 Linelight Theatre Meet in the large hall Pick up hall door </td> <td> Football Yr. 3-4 Miss Smith Forest Changed in Yr. 3 Pick up Yr. 3 door </td> <td> Football Yr. 1-3 Project Sport Changed in Yr. 2 Pick up 2J door </td> </tr> <tr> <td></td> <td> Hip Hop/Sweet Dance Yr. 4-6 Edget Feet Changed in Yr. 5 Pick up Yr. 5 door </td> <td></td> <td> Group Wild Yr. 1-4 Miss Smith Meet in Yr. 1 Pick up 1P door </td> </tr> <tr> <td></td> <td> Hip Hop/Sweet Dance Yr. 1-3 Edget Feet Changed in Yr. 3 Pick up Yr. 3 door </td> <td> Football Yr. 4-6 Project Sport Changed in Yr. 6 Pick up hall door </td> <td></td> </tr> </tbody> </table> <p><u>Sustainability</u> Links further developed with PSP and specialist coaches and from local clubs in the community.</p>	LARGE HALL	OUTSIDE			Rancho Yr. 3-6 Miss Anderson Changed in Yr. 6 Pick up hall door	Multi-Sports Yr. 1-3 Project Sport Changed in Yr. 1 Pick up 1P door			Basketball Yr. 3-6 PSP Changed in Yr. 6 Pick up hall door	Girls Football Yr. 4-6 Project Sport Changed in Yr. 5 Pick up Yr. 5 door		Drama Yr. 3-6 Linelight Theatre Meet in the large hall Pick up hall door	Football Yr. 3-4 Miss Smith Forest Changed in Yr. 3 Pick up Yr. 3 door	Football Yr. 1-3 Project Sport Changed in Yr. 2 Pick up 2J door		Hip Hop/Sweet Dance Yr. 4-6 Edget Feet Changed in Yr. 5 Pick up Yr. 5 door		Group Wild Yr. 1-4 Miss Smith Meet in Yr. 1 Pick up 1P door		Hip Hop/Sweet Dance Yr. 1-3 Edget Feet Changed in Yr. 3 Pick up Yr. 3 door	Football Yr. 4-6 Project Sport Changed in Yr. 6 Pick up hall door		
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Year 5 pupils to be trained as play leaders.	All children	Key indicator 2: Engagement of all pupils in regular physical activity.	<u>Impacts</u> Children are more active in the playground and know they have somewhere they can go and play if they are feeling lonely. Less lunchtime incidents as children have appropriate games to play. Increased number of children participating in organised and structured play. <u>Sustainability</u> PSP will support with training new leaders.	£0 part of PSP offer.																						

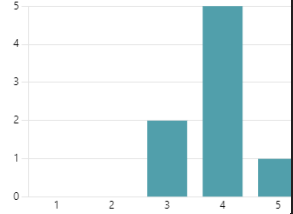
			<p>New leaders will have access to previous leaders (Year 6 children) for support if necessary.</p> <p>Sports coach to lead this next year to ensure maximum impact.</p>	
<p>Membership to Pennine Sports Partnership to provide try it opportunities and competitions to the children.</p> <p>Employment of a sports coach.</p>	<p>All children</p> <ol style="list-style-type: none"> SSCO support. This has been focused around selecting/practicing for competitions or providing additional opportunities e.g.. girls' football for those who wouldn't normally get the opportunity. Organised competitions and access to a range of sporting festivals throughout the year. Delivery of playleader training. 	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</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><u>Impacts</u></p> <p>An increased number of children taking part in events.</p> <p>More children sharing out-of-school sporting achievements which are then shared on our weekly school newsletter.</p> <p>Share Out!</p>  <p>Isabel H (141) and Clara H (137) both competed in a dance competition in Stockport recently. Both danced amazingly well and brought home a collection of trophies. A special mention to Clara for achieving 1st place in her solo dance which means she will move up into the next category. Eleanor H and Isabelle R (137) took part in their first state-gym competition with their team gym club, Omega. Isabelle won 5th place for her floor routine, 1st place for her vault routine and 5th place overall. Eleanor got two 2nd places out of 4, including coming 2nd place overall in her age group. She was incredibly happy with her two silver medals. Well done to them both and the other gymnasts from Moorlands who also took part. They were all fantastic.</p> <p>Well done to Faisal, Charlie, Zach, Jesse and Harry, who all played brilliantly in their football tournament on Saturday for Stretford FC. Grace in Year 6 took part in her first gymnastics competition on Saturday. She came away with a 3rd and two 4th places. Grace was over the moon to win the medals she did from her first time competing. Well done, Grace!</p> <p>Key Stage 1 Fun Run</p> <p>Some of our Key Stage 1 children took part in the Pennine Sports Partnership Fun Run. A huge well done. We are so proud of them for representing Moorlands at the event! They showed great sportsmanship, had fun and ran like superstars!</p> 	<p>£3477.83</p>

			<p><u>Sustainability</u></p> <p>Continue to remain part of the partnership so that children continue to get access to these opportunities.</p> <p>Continue to celebrate sporting achievements (either in school or out of school) to ensure the profile of PE remains high.</p>	
Subscription to 'Beyond The Physical' Scheme.	Class Teachers All children in school	Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	As above – see point 1 CPD for teachers.	£427.50
National Sport School Week (NSSW)	<p>We were able to take the whole of year 4 (90 pupils) to Leeds Road for a day of activities. All children participated in competitions, where they played in “mixed schools” teams as well as being involved in a wide variety of other sports and physical activity.</p> <p>Children in school, especially Year 4 and after once the children have experienced the event.</p>	<p>Key indicator 2: Engagement of all pupils in regular physical activity.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</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>	Social skills improved (interacting with other children) and new experiences of a range of different sports and activities.	£580

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>Working collaboratively with a range of stakeholders e.g. PSP, BTP, Project Sport to provide a wide range of opportunities to our children. This has helped to raise the profile of sport and PE within school and increase engagement and excitement around PE.</p> <p>Raising the quality of teaching of PE.</p>	<p>Children feel that their contributions are important to us as a school. They feel championed and celebrated after extra-curricular achievements. There is more of a buzz and excitement around school regarding competitions. More children are now sharing their outside of school sporting achievements with staff in school, leading to the weekly newsletter having many 'sporting shoutouts' on it each week.</p> <p>Teachers are more confident to deliver effective PE lessons specifically using the BTP scheme. Staff are more confident in differentiating lessons, adapting them using the STEP principle. This has led to increased pupil engagement and behaviour has improved as the level of challenge is more appropriate to individual needs. Children have enjoyed the use of the specialist coaches and feel PE lessons have improved this year following the BTP scheme.</p>	<p>Beyond the Physical will continue to work with staff next year under a team-teaching role to further enhance the teaching and delivery of PE.</p> <p>How much do you enjoy lessons delivered by Mr Raines from Beyond the Physical? (0-not at all-5-he is fantastic!)</p> <p>More Details</p> <p>4.38 Average Rating</p>  <table border="1"> <caption>Rating Distribution</caption> <thead> <tr> <th>Rating</th> <th>Number of Responses</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>0</td> </tr> <tr> <td>2</td> <td>0</td> </tr> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>4</td> <td>3</td> </tr> <tr> <td>5</td> <td>4</td> </tr> </tbody> </table>	Rating	Number of Responses	1	0	2	0	3	1	4	3	5	4
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1	0													
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		<p>Do you think your PE lessons have improved now we use BTP? (0-no they are the same-5-yes lots)</p> <p>More Details</p> <p>3.88 Average Rating</p>  <table border="1"><thead><tr><th>Rating</th><th>Frequency</th></tr></thead><tbody><tr><td>1</td><td>0</td></tr><tr><td>2</td><td>0</td></tr><tr><td>3</td><td>2</td></tr><tr><td>4</td><td>5</td></tr><tr><td>5</td><td>1</td></tr></tbody></table>	Rating	Frequency	1	0	2	0	3	2	4	5	5	1
Rating	Frequency													
1	0													
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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>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	Awaiting Data for current cohort.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</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>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>No</p>	

Signed off by:

Head Teacher:	<i>Amanda Denney</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Ferry</i> <i>Emma Halligan</i>
Governor:	<i>Eileen Marchant</i>
Date:	18.7.24