



The Primary PE and sport premium

Planning, reporting and evaluating website tool



July 2024

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
Fund sports clubs and activities at different points in the day (during and after school), allowing all children to achieve at least 30 minutes of daily activity.	A wide range of active, after school clubs have been made available to our children, free of charge to families. The uptake has been high with approximately 80 children taking part per week.	
Children to receive at least two hours of activity per week (through PE and swimming lessons, Daily Mile and participation in extra-curricular sessions.)	Each year group has had numerous opportunities to participate in sporting activities, beyond the typical PE offer. Additional opportunities include: swimming, external coaching, Yoga (for example).	
Continue to provide staff with professional development, mentoring, training and resources to help them lead, teach and assess PE and sport more effectively to all pupils, both now and in future years.	Teachers have had the opportunity to engage in CPD via REAL PE. They have all had 1.1 coaching sessions relating to assessments within PE and, in places, have taught alongside external coaches.	
Encourage more children to participate in physical activity, ensuring they are enthused and motivated.	Significant investment has been made to our sustainable active play offer where our school offer was previously unstimulating, disengaging and under-resourced.	Having commenced our OPAL play journey, our initial assessment – following some change and investment – showed a baseline assessment score of 39%. The school is aiming to further upskill staff and enhance the outdoor areas.
Ensure every child can swim 25m by the end of KS2.	*See below*	
Improve opportunities for children to participate in competitions and tournaments, both at our school and externally.	Our children have had the opportunity to participate in a tennis tournament, a cricket tournament and external coaches have enhanced the PE offer this year.	

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>Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment.</p>	<p>Staff confidence in delivering PE lessons is improving</p> <p>CPD opportunities surrounding delivery and assessment provided by Real PE have increased confidence in delivering inclusive lessons that challenge each child.</p> <p>New members of staff received one to one CPD with Real PE specialists to increase confidence delivering PE lessons</p> <p>Continued subscription to Real PE has allowed continued use of the website and support from the company to deliver outstanding PE lessons</p>	<p>Key Indicator 1 - <i>Increased confidence, knowledge and skills of all staff in teaching PE and Sport</i></p>	<p>Real PE falls in line with OFSTED'S recommendations for PE and ensures that children develop basic skills in movement, coordination, balance and also develop personally, socially, cognitively, creatively and physically to give them the basic skills needed to apply to any sport</p> <p>All teachers able to plan, teach and assess PE more confidently</p> <p>Increased staff knowledge and understanding</p>	<p>Create Development Ltd - Real PE Legacy School subscription = £2500</p>

<p>Aim to maintain the Gold award through the Great Active Sunderland School Charter</p> <p>Aim to maintain Gold award through the School Games</p> <p>To develop the quality of the skills based PE curriculum through Real PE</p> <p>PE lead to attend PE Conference CPD programme</p> <p>Ensure PE and school sport are visible in school (notice board in reception) and that weekly Sporting Superstar award continues to be presented</p> <p>Questionnaire and regular PE ambassadors meetings to monitor pupil and staff attitudes towards progressions in PE</p>	<p>Whole school as it endorses the quality of PE/sport on offer at school</p> <p>More children developing their skills as a result of high quality PE lessons</p> <p>PE lead to be more aware of sporting/coaching/PE offers available to school after conference</p> <p>Parents/prospective parents and children visiting school and also improving self-esteem of children who see their efforts celebrated in school</p> <p>Whole school as pupil voice is heard with regards to activities they would like to experience in school and also how the school's PE offer can be improved.</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>Impact on the reputation of the school across the city and amongst prospective new parents/children.</p> <p>Impacts on the skills of the children and also the confidence of the staff to deliver the high quality lessons to have positive impact on children.</p> <p>Greater understanding of current offers/opportunities available to school will benefit the PE offer that school provides</p> <p>Noticeboard to be maintained, sporting achievement to be prevalent in Broadway Bulletins, on Twitter/X so sport/PE is always celebrated within school</p> <p>PE to continue to hold regular meetings with PE ambassadors from each class so pupil voice is always heard and valued within school</p>	
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<p>Increase school's participation in a range of sporting tournaments and events, including travel to and from fixtures/competitions</p> <p>Increase number of competitive sporting events that school participates in during the academic year</p> <p>Build on links with SGO to enter into competitive events and sporting festivals</p> <p>Provide opportunities for children with SEND, the least active and the least confident to attend competitions and events. Prioritise children who staff feel would benefit most from opportunities available.</p>	<p>A range of children across the school access opportunities to practise the skills they have developed in PE/after school clubs against children from other schools; increasing both social and teamwork skills in the process.</p> <p>Opportunities for a different cohorts of children to participate in festivals/events.</p> <p>Children's personal development records will inform which children are accessing the least amount of activities in school and these children can be prioritised to participate leading to an increase in self-esteem and confidence for these children.</p>	<p>Key indicator 5 – Increased participation in competitive sport</p>	<p>Further develops the school's reputation for sport in the city and can be attractive to prospective pupils and parents.</p> <p>Increases in social skills and the ability to work as a team member impacts on behaviour, resilience and attitude in the classroom.</p> <p>Massive impact on the self-esteem and confidence of these children. Link with SGO and conversations with PE leads in other schools to organise opportunities against children of similar ability to be explored and sustained</p>	
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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>Improve physical activity levels in all pupils in school</p> <p>Working to ensure the maximum uptake of extra-curricular clubs in order to engage as many pupils as possible</p> <p>The purchase of quality equipment to be used to increase daily physical activity</p> <p>Year 5 children have completed Young Leaders course and are able to lead activities on yard with their peers and younger children</p> <p>External coaches teaching PE lessons alongside class teacher to share expertise and support teaching staff's confidence and knowledge</p> <p>To engage children in cycling proficiency activity in the hope that it will also encourage bike riding outside of school</p> <p>School has subscribed to OPAL scheme which will start in 2024-25 academic</p>	<p>As a school we contribute funding to provide the following opportunities:</p> <ul style="list-style-type: none"> • Extra-curricular clubs are offered to all children on a daily basis throughout the year. • Increased participation of all children during breaks and lunchtime greatly enhanced by purchase of quality equipment • Buddy system in school has led to less children feeling isolated and alone on school yard and are now more likely to take part in physical activities. • Increased number of children receiving specialist coaching in lessons leading to skills being put into practice in additional competitions outside of the Schools Games programme • Year 5 Bikeability took place during week beginning Monday 1st July. Across the week, children were taught a range of activities, led by the local authority, as well as safety and bike maintenance • Increased number of children more engaged and active throughout the school day. 	<p>Key indicator 2 -<i>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.</i></p> <p>Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>Netball, Fencing, Boxercise, Mini Warriors and Rugby clubs have been set up and are delivered after school. An active start is delivered alongside breakfast club on a morning or at lunchtime. Personal development records for each class of children are kept to monitor which children to target to achieve maximum impact.</p> <p>Far less children inactive during break times and at lunchtimes. Basketball courts and football goals on yard have been tremendously popular amongst children.</p> <p>Purchase of play equipment has massively increased levels of activity amongst children in school.</p> <p>Young leaders training to continue annually with each Year 5 class to ensure a succession of young leaders within school.</p> <p>Yoga sessions in school have helped children develop strength, balance and flexibility and children now recognise impact it can have on mental health and well-being. Cricket and tennis coaching has helped develop</p>	<p>Extra-curricular clubs = £6000</p> <p>Autumn Term Swimming Offer (Y3) - £1500 (£94 p/w x15 weeks)</p> <p>Sustainable, active play = £16,000 <i>(Supplemented by 22-23 carry forward.)</i></p> <p>Activall Boards = £4000 (50%)</p> <p>Yoga sessions and instructor = £1000</p> <p>Tennis sessions and coach = £100</p> <p>Cricket = no charge</p> <p>OPAL Primary Programme = £3000 (50%)</p>

year.			<p>skills and technique to help children compete at inter school level.</p> <p>Increased safety and awareness of children whilst riding their bikes outside of school. Sessions to be booked in every year for Year 5 children.</p> <p>School is currently at the beginning of OPAL play but we are confident that it will have a positive impact on the active future of all pupils.</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
<ul style="list-style-type: none"> Improvements to unstructured play time and the school has begun its OPAL journey. We have created a number of extra opportunities for children to be active for longer in school. Selection of extra-curricular sports clubs has continued to offer every child in school the opportunity to experience new sports and increase participation in sport in school. Real PE CPD across school has ensured that high quality PE lessons are taught confidently and assessed correctly throughout school 	<p>School Games Gold Mark awarded for the third consecutive year.</p> <p>Children enjoy being outside far more than they have in previous years as there is much more choice to keep them active. The launch of OPAL scheme will only add to this enjoyment.</p> <p>Inter school competitions have allowed children to use skills mastered in PE lessons and extra-curricular clubs in a competitive environment against other schools.</p>	<p>The award of Gold Mark for the third consecutive year is an indication of the sport and PE on offer at Broadway Junior School and one which we are very proud of. We are determined, as a school, to continue to improve this provision and upgrade this award to platinum in two years' time.</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

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	86%	
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?	Yes/No	Those children who cannot swim the expected 25m are new to school and have not been assessed as a result.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	David Walton-Jonas
Subject Leader:	Chris Lindstedt
Governor:	Rebecca Petrie
Date:	18.7.24