



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.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2022/23	£17,840
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£17,870
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024.	£ 17,870

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	90%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	82%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated:		Date Updated:	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 3.8%
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want staff to enjoy teaching a PE curriculum that helps children develop fundamental skills of movement, which are not 'sport-specific', but are applicable across different sports. As part of our school's drive to close the gap between 'disadvantaged' children and the rest of their cohort, we want to ensure that all children, regardless of background, are able to develop these skills. We want teachers to follow a programme of study that is easy and fun to teach, which provides adequate challenge to children.	<p>The RealPE programme that we have chosen to use as our PE curriculum provides excellent support to staff with online training and support videos. It also provides step-by-step planning, which staff can follow and adapt at their discretion, based upon the needs of their cohort.</p> <p>The platform also provides regular online sessions for the PE subject lead to attend, including briefings from PE experts and OFSTED inspectors. These messages can be fed back to staff at PE staff meetings.</p>		£695	Learning walks and discussions with staff have shown that they are confident and knowledgeable about the teaching of PE, using the school's chosen RealPE scheme.	<p>Learning walks and staff discussion will continue to be used to ascertain staff confidence in the teaching of PE.</p> <p>Subject leader to continue to attend online (and in-person where possible) training offered by Real PE and to feed back messages to staff.</p>
Key indicator 2: The engagement of all pupils in regular physical activity					Percentage of total allocation:

Intent	Implementation		Impact	42%
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase levels of activity during lunchtimes with the purchase of new equipment Ensure equipment for PE lessons is high-quality to enable all pupils to participate	New equipment purchased for lunchtimes for both KS1 and KS2 children. New equipment to support the PE curriculum purchased, for both indoor and outdoor lessons. Y6 sports leaders trained to set out equipment and to run games for KS1 children each September.	£7,527.69	Children using equipment at lunchtimes and participate in activities led by lunchtime sports leaders. Audit of PE equipment undertaken and new stock ordered (summer '24).	Implement playground 'zones' on different days to rotate equipment on playgrounds. Continue to monitor resources for PE to ensure that the curriculum can be taught to a high quality.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				31.8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>We want our pupils to understand the importance of physical activity and exercise, to both their physical and mental wellbeing. We also want our pupils to leave the school with a broad understanding of what constitutes sport or exercise and that even if they don't enjoy more 'popular' sports, there are likely to be many sports or activities that they can take up which will enable them to enjoy the benefits of a healthy and active lifestyle.</p>	<p>This year, we decided that our whole-school theme week should be dedicated to the link between physical activity and improved mental health: 'Healthy Body, Healthy Mind'. Through our theme week, we wanted to give children a taste of activities that they may not have considered participating in before (for example fencing and yoga), whilst also providing them with knowledge and understanding of what it means to stay fit and healthy, how we can all do this, and the benefits to both our physical and mental health of doing so.</p> <p>This was also achieved elsewhere in the school year. We have continued to offer our Y3 children horse-riding lessons. When speaking to children, this continues to be one of their favourite sporting activities at St. Anthony's and an experience that the large majority of children would be otherwise unable to take part in.</p> <p>We have also offered alternative clubs, such as chess club, to offer</p>	<p>£5,681.70</p>	<p>A selection of children from each year group from years 1 – 6 were surveyed before and after our theme week. All children could answer how to stay fit and healthy after the theme week (except 1 Year 1 child) compared to 73% before.</p> <p>53% of pupils 'strongly agreed' that PE/sport in school makes them want to try sports/clubs outside of school before theme week, compared to 80% of responses after theme week.</p> <p>Our pupil survey showed that for a lot of KS2 children, horse-riding remains their favourite aspect of PE/Sport at St. Anthony's.</p>	<p>Range of sports and clubs will continue to be offered to children across the next academic year.</p> <p>In Science, PDL and PE lessons, the positive links between mental and physical health will continue to be emphasized, as well as ways in which pupils are able to stay fit and healthy at home in their free time.</p> <p>An exercise-related theme week will be repeated every three years, on a cycle with a '999 Heroes' week.</p>
---	---	------------------	--	--

	competitive opportunities in different contexts.			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 31.8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
We want our pupils to understand the importance of physical activity and exercise, to both their physical and mental wellbeing. We also want our pupils to leave the school with a broad understanding of what constitutes sport or exercise and that even if they don't enjoy more 'popular' sports, there are likely to be many sports or activities that they can take up which will enable them to enjoy the benefits of a healthy and active lifestyle.	This year, we decided that our whole-school theme week should be dedicated to the link between physical activity and improved mental health: 'Healthy Body, Healthy Mind'. Through our theme week, we wanted to give children a taste of activities that they may not have considered participating in before (for example fencing and yoga), whilst also providing them with knowledge and understanding of what it means to stay fit and healthy, how we can all do this, and the benefits to both our physical and mental health of	£5,681.70	Selection of children from each year group 1 – 6 (except 5) surveyed before and after theme week. All children could answer how to stay fit and healthy after theme week (except 1 Year 1 child) compared to 73% before. 53% of pupils 'strongly agreed' that PE/sport in school makes them want to try sports/clubs outside of school before theme week, compared to 80% of responses after theme week.	Range of sports and clubs will continue to be offered to children across the next academic year. In Science, PDL and PE lessons, the positive links between mental and physical health will continue to be emphasized, as well as ways in which pupils are able to stay fit and healthy at home in their free time. An exercise-related theme week will be repeated every three years, on a cycle with a

	<p>doing so.</p> <p>This was also achieved elsewhere in the school year. We have continued to offer our Y3 children horse-riding lessons. When speaking to children, this continues to be one of their favourite sporting activities at St. Anthony's and an experience that the large majority of children would be otherwise unable to take part in.</p> <p>We have also offered alternative clubs, such as chess club, to offer competitive opportunities in different contexts.</p>		<p>Pupil survey showed that for a lot of KS2 children, horse-riding remains their favourite aspect of PE/Sport at St. Anthony's.</p>	<p>'999 Heroes' week.</p>
--	---	--	--	---------------------------

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 22.2%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Before moving on to secondary school, we want to give our pupils the chance to compete in competitive sporting events, both inter- and intra-school. This is so that they are able to put skills learned in PE lessons, both technical and tactical, into game situations, to prepare them for competitive sport at secondary school.</p>	<p>Subject leader and another member of staff to run after-school football and netball clubs. These clubs include training sessions, as well as fixtures against other local schools.</p> <p>Subject leader to run inter-house competitions within school time.</p>	<p>£3,965.26</p>	<p>The school netball and football teams competed in a number of fixtures across the academic year.</p> <p>The subject leader ran four inter-house competitions within school, giving more pupils the chance to take part in a sport in a competitive environment.</p>	<p>Subject leader and school staff will continue to run after-school football and netball clubs, to train children and to compete against other local schools.</p> <p>Subject lead (and other staff to help) will run six inter-house competitions across the 2024 – 2025 academic year.</p> <p>Subject lead to look into viability of taking part in more inter-school tournaments for primary schools, hosted by local secondary schools.</p>
--	---	------------------	--	---

Signed off by	
Head Teacher:	Katrina Straker
Date:	30.7.24
Subject Leader:	Tom Bint
Date:	30.7.24
Governor:	Marc Miell
Date:	30.7.24