

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

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 Created by:

YOUTH



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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
1. Gymnastics		
 enhance quality gymnastics teaching both in curriculum and extra-curricular activities. Staff time to coach gymnastics club and competition team. Paying into Calderdale School Games to be able to be part of their competitionskits, transport, admission fee 	Positive impact on PE lessons, evidenced by pupil voice. Good uptake of gymnastics club – 48% of KS2, and pathway to compete in Calderdale School Games competition. School Games – pupils able to experience a competition arena – Diamonds Gym Club – high aspirations and pathways for young people. Demonstrations from gym teams and coaches and talk about future paths.	Club competition teams.
 2. HX7 Sports Pay into cluster to employ School Games Organiser for a wide range of sport, fitness and other healthy 	 Pupils in KS1 and KS2 have a wide variety of sporting events, competitions and training 	Opportunities for links to local clubs including cricket, girls' cricket, footbal hockey.

activities

- Staff to attend PF cluster network meetings
- Purchase equipment to ensure we can be part of all of these events: hockey, athletics, dance, football

- 3. Outdoor Adventurous Activity
 - Staff training in Forest School incorporating National Curriculum Outdoor Adventure
 - New resources purchased to support this: orienteering kit, active outdoor wooden equipment, maps and map reading.
 - Support for Y6 to access Robinwood residential visit – opportunities for all

addition to their core PF

- Our Active Leaders attended the Plav Leader training sessions to bring back to increase engagement in active playtimes and build additional activity e.g. breakfast club
- Achieved School Games Gold Award
- Forest School planned and embedded
- Staff more confident in leading these sessions.
- Clear plan for focus for each half term (x3) per year including outdoor adventurous activities
- All Year 5/6 students attended Robinwood activity centre and took part in a wide range of activities building self-esteem, skills and confidence.

opportunities throughout the year in Pupils moving into Year 7 continue to join sports clubs and fixtures – lasting legacy.

> Pupil and parent voice very positive about Forest school and the proven benefits of this.

Proud that we ensure all our pupils can access and enjoy outdoor residential experience.

Key priorities and Planning 2024-2025

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Actions:	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Equity of opportunity for all pupils to take part in all extracurricular sporting activities.	Funding high-quality expert coaches to lead clubs. Continuing to be part of HX7 Sports Taking feedback from School Council on which clubs to put on for pupils. Further links with local clubs for new active pathways. Funding sports clubs so there is no cost for any pupil — equity of opportunity for PP pupils. Assessing barriers for pupils who don't attend to ensure support in place for this, which may include additional staffing or resources/equipment.	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 per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All pupils have the opportunity to try new sports and activities to hit their daily activity goals. Give wider cultural capital opportunities and pathways for these sports to continue in community. Build relationships with local coaches.	HX7 Sports: £1400 Sports Coaches for the year: estimated £3960 Staffing: £600 Resources: £1500



CPD for teaching staff in gymnastics	Following investment in gym equipment and opportunities last year, to build staff expertise and confidence in teaching high-quality gymnastics. Enable us to continue to compete and offer opportunities for this. Paired coaching and teaching in lessons to build staff confidence.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	Primary teachers more confident to deliver effective gymnastics supporting pupils to undertake extra activities inside and outside of school.	£5000 for 5 teachers to undertake CPD. £3000 for additional equipment/resourcin g needed as part of this.
Continued investment in resources for active playtimes	Continue to work with Active Leaders and School Council to update and invest in active play activities and opportunities to increase activity and engagement at playtimes, before and after school and in lessons.	Key indicator 2: Engagement of all pupils in regular physical activity	All pupils are meeting or exceeding the recommended 30 mins activity, tracked on activity tracker. Continued high engagement with clubs and opportunities — tracked. Including pupils in key groups.	£2000

Created by: Physical Sport Sport Trust

Key achievements 2024-2025

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

Swimming Data July 2024

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?	93%	Use of new local, smaller pool that we can walk to has given us more pool time. Small groups of 4 pupils to 1 teacher has ensured more focused sessions to build confidence and skills. Rotation plan in Years 5 and 6 ensures pupils who need more swimming time get this.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	All pupils achieved this.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	93%	
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?	N/A	It was significantly below in 2022 before we moved to a new pool and provider.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	We have a qualified swimming teacher in our CLT staffing.

Signed off by:

Head Teacher:	Kate Lambert Head of Calder Primary
Subject Leader or the individual responsible for the Primary PE and sport premium:	Kate Lambert
Governor:	Jean Bradbury – chair
Date:	July 2024.