



# 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>To further imbed REAL PE to new staff.</p> <p>Ensure all children have 2 hours of quality PE weekly.</p> <p>Up the profile of physical activity across MPA- no opting out.</p> <p>To develop skills and knowledge to become an effective subject leader.</p>	<p>-Teachers explicitly teaching REAL PE cogs to support second lesson of physical activity.</p> <p>- Pupil voice shows enjoyment of PE in every year group. Indicating sports activities, they would like to do in the next academic year.</p> <p><a href="#">PE pupil voice.docx</a></p> <p>-Knowledge organisers show clear progression. Next step to ensure key vocabulary links with</p> <p>-New scheme (complete PE) trialed across KS1 class and KS2 class.</p> <p>63% of teachers said they are confident teaching Real PE.</p> <p>-PP engagement for term 6 2023 shows engagement across all year groups for extra physical activity.</p> <p>PP Engagement afterschool clubs term 5/6:</p> <ul style="list-style-type: none"> <li>- Football yr1-3 23%</li> <li>-yr1-3 multisport 16%</li> <li>-yr4-6 cricket 43%</li> <li>-yr3-6 tennis 33%</li> <li>-yr 4-6 football 45%</li> </ul>	<p>Bought into complete PE scheme ready for 2023-2024 academic year.</p> <p>All staff more competent teaching PE with two supportive schemes to follow, ensuring clear progression.</p> <p><a href="#">PE staff voice</a></p>

	<p>PE professional development training James Mooney. (Term 2 22/10/22) This supported my judgements and justifications to next steps when looking through progression documents and class floor books.</p> <p>Sports premium document written. 09.11.22. Impact on what is priority- outlining next steps.</p> <p>Network meeting 17.01.23. Shared next academic year plans with MPA about progression documents of sports activities and possibility of a scheme.</p>	
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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
Introduce lunchtime sport sessions/activities for pupils.	Naomi- MPA sport coach as they need to lead the activity. pupils – as they will take part. Teachers and lunch supervisors as they will also need to be aware.	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.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	No cost.
CPD for teachers through staff PLM. New scheme focus- complete PE.	All teachers.	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 PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming. -Pupil voice shows evidence of positive reflections of PE lessons and showcases their understand of physical education. See attached pupil voice. <a href="https://cifacademies-my.sharepoint.com/personal/slaney_mitchell_df_uk/Documents/YEAR%206%20planning%2023-24/PE/PE%20pupil%20voice.docx">https://cifacademies-my.sharepoint.com/personal/slaney_mitchell_df_uk/Documents/YEAR%206%20planning%2023-24/PE/PE%20pupil%20voice.docx</a> -Staff voice shows that the platform is purposeful and supportive and areas of focus for next year.	No cost for CPD. New scheme: Complete PE- COST Real PE scheme cost.

PE staff voice - Copy

-Curriculum planned and mapped out ensuring all sporting activities are taught and revisited every other year.



-Pupils will see themselves grow as athletes during competitions building on their competence.

-Pupils will be able to talk about the ELLI skills of resilience, growth mindset and learner relationships as an athlete using ORACY and key vocabulary.

-Pupils will understand & follow the rules of a game, learn to play cooperatively and within competition as a team.

-Pupils will learn the importance of having good sportsmanship.

-Pupil will talk about enjoyment and recognise the importance sport can play on physical and mental wellbeing.

-Impact on attainment across our PE clubs after school for our PP and disadvantage pupils.

To engage in CLF competitions, providing opportunities for disadvantaged children.

All staff- staffing arrangements and to fit ratios.  
Pupils- taking part in physical activity.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Key indicator 5: Increased participation in competitive sport.

No cost.  
Need to write cost of sports project if applicable

**MPA uptake for PP pupils:**

**Monday multi sports (yr1-3) 38%**

**Tuesday gymnastics (yr3-4) 29%**

**Gymnastics (yr4-6) 54%**

**Thursday basketball (yr3-6) 68%**

**Friday football (yr3-6) 71%**

-Outside sports project working with MPA promoting extracurricular activities to whole school. Opportunities to showcase a range of physical activity to promote healthy choices and hobbies.

-More experiences for PP/ disadvantage pupils.

Coach Dan (from sports project) doing sport intervention sessions for pupils with SEND and pupils who lack confidence, need support working in teams or socially.

-Pupil voice talked about the joyfulness of these sessions.

-CLF Big Festival of Sport.

A great opportunity to offer our disadvantaged students the chance to develop cultural capital through working with their peers from other schools in sporting activities in an aspirational university setting.



CLF Festival of dance was an opportunity to connect with the CLF post 16 pupils who taught primary and secondary pupils through dance clubs. This led to a fantastic festival of dance.




-Sports day at the park supported friendly competitiveness and encouraged an hour of active minutes.



Interventions ran by outside experts "Sports Project" who work with pupils to improve children's mental health through sport by social-emotional and transferrable skills development, embedding curriculum topics and school values, plus sports development and NC PE targets. This is run through interventions. This is chosen by staff putting pupils forward after filling out a specific SEL assessment working from reception- year 6.

-We have connected with the wider community and are able to use the

<p>To encourage a sense of belonging and collaboration across staff and pupils within physical activity.</p>	<p>All staff and pupils at MPA.</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>Hillfield's pump track located at the park- this is through access sport. Access sport group aims to support life-long participation in inclusive community sport by signposting and sharing best practice and development opportunities in a fair and accessible way. Community sport is proven to improve physical and mental health, as well as improving life prospects, creating a sense of belonging and strengthening communities.</p>  <p>-Staff jumpers bought to promote PE and MPA.          Consistency of uniform between staff and pupils during PE days and normal school uniform days.          - The profile of PE and sport is raised across the school as a tool for whole-school improvement.</p>	<p>NEED TO WRITE THE COST.</p>
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<p>Assessment of PE tool created to collaborate PE formative assessment with other states of being taught at MPA.</p>	<p>All staff.</p>	<p>Key indicator 1 :Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>During <b>Term 3</b> a clear consistent approach on how to assess PE through floor books will be shared. This will include key questions to ensure pupil voice is included. During PLM on the 8.11.23 staff decided collectively that a termly feed forward form would work best to collect evidence of assessment through PE. SM created feed forward forms to trial assessment for PE during term 2/3 16.11.23 Saved on share point-curriculum- athletes- feed forward forms.</p> <table border="1" data-bbox="1064 470 1612 845"> <thead> <tr> <th colspan="2">Athletes Feedforward Form _Term 4 Year 6</th> </tr> <tr> <th>Physical Literacy Real PE Cog:</th> <th>Sport Activities Complete PE:</th> </tr> <tr> <th>Unit Key Concept:</th> <th>Unit Key Concept:</th> </tr> </thead> <tbody> <tr> <td>Comments: first taught:</td> <td></td> </tr> <tr> <td>Focus pupils:</td> <td></td> </tr> <tr> <td>Misconceptions/ future planning considerations</td> <td></td> </tr> </tbody> </table> <p>Term 6 impact- Assessment of PE accurate and identified pupils throughout KS1-KS2 for areas of focus. This will support the new academic year and teachers starting point with their new classes. Structure of PE being taught well making clear links with the fundamental movements and the sporting element. Action: To make a WAGOLL feeding forward form for teachers to use as an example. This will allow consistency across the school.</p>	Athletes Feedforward Form _Term 4 Year 6		Physical Literacy Real PE Cog:	Sport Activities Complete PE:	Unit Key Concept:	Unit Key Concept:	Comments: first taught:		Focus pupils:		Misconceptions/ future planning considerations		<p>No cost.</p>
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<p>Increase pupil participation for all pupils, with a targeted focus on engaging pupils in more physical activities linked</p>	<p>Staff and pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>A range of clubs have run by sports coach (NR) every night. Minerva have implemented opportunities to make daily lessons more active. Active learning opportunities used by all teachers (stand up not hands up). Minerva have invited sports project in to inspire children to be healthy citizens. Minerva have connected with the local community to enhance sporting</p>	<p>NR salary. No cost.</p>												

<p>to their wellbeing.</p> <p>Raising the profile of PE and Sport for all members of the community.</p>	<p>Staff and pupils.</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>opportunities such as the pump track. Minerva continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Achievements linking with physical activity are shared via twitter. We want to increase this by creating a PE display board. We have attended academy competitions to raise the profile of MPA athletes.</p> <p>Classes have been able to look at each other’s achievements through twitter and own floor books and feel validated for their hard work.</p> <p>Citizens floor books capture pupil voice on physical activity / key questions which has monitored progression.</p> <p>Pupil voice through citizen floor book has supported teachers understanding of suitable next steps for individuals. Clubs offered to KS1 &amp; KS2 and a change of activity each term which are chosen from pupil voice.</p> <p>PP and disadvantage pupils experiencing positive engagement through physical activity. Pupils able to regulate through physical activity and thrive as an athlete which has boosted confidence.</p>	<p>No cost.</p> <p>No cost.</p>
<p>Physical literacy skills to be used in the wider curriculum areas to support other areas of learning and development.</p>	<p>All staff and pupils</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff have a better understanding of expectation of 2<sup>nd</sup> PE lesson around the 6 areas of sports activities and how this links to fundamental movement and physical literacy . Staff are more confident and able to talk about progression across year groups and key stages. PE at Minerva has been mapped out from EYFS- YEAR 6, embedding all areas of sports activities ensuring they are opportunities for pupils to revisit in specific years and linking the sporting element to the specific cog taught with Real PE. A consistent approach within PE has been shared and is still</p>	<p>No cost.</p>

<p>To provide staff with PDP to increase confidence and competence.</p>	<p>All staff</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>ongoing.</p> <p>A PE timetable was created, ensuring NR (school sport coach) is being utilised for ECT and less confident teachers when delivering PE. This supported a coaching partnership between the two where NR could share and model her expertise and knowledge. Reflecting on staff voice all teachers who had the opportunity to work with NR benefited from it and had positive things to say.</p> <p>SM PE lead delivered a PLM in term 2 to launch the start of our journey with the scheme complete PE. This allowed SM to share the vision for PE at Minerva and allowed consistency across the academy.</p>	<p>No cost.</p>
<p>Focus particularly on PP who do not take up additional PE and Sport opportunities.</p>	<p>All staff</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Identify and distribute letters to PP and disadvantage pupils allowing them priority and free access to after school clubs with NR. PP children targeted and offered first choice of places.</p> <p>Increasing % of attendance for PP children 45% - 68%</p> <p>CLF Big Festival of Sport focused on PP /disadvantage pupils chosen 3 year 5 and 3 year 6. Participated in karate, American football and basketball. Encouraging engagement within physical activity.</p>	<p></p>
<p>Provide swimming lessons and top up to Y6 pupils who have not</p>	<p>All staff and pupils</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>All Year 6 pupils assessed at start of T5 and 6 extra sessions attended. 14% of pupils can swim 25 meters and 31% can perform safe self -rescue.</p> <p>Year 4 swimming – tracking who can swim 25 meters – impact</p>	<p><b>COST</b></p>

<p>met the national requirement in previous swimming</p>			<p>means that year 6 top up can be strategically used to those who cannot swim 25 meters. Ensuring a better possibility of all pupils leaving in year 6 able to 25 meters (safety).</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
<p>-Embedded new scheme of complete PE across KS1 and KS2.</p> <p>-Taken part in academy trust competitions. CLF Big Festival of Sport. CLF Big Dance.</p> <p>-Used outside sporting agencies to support extra sporting curriculum activity.</p>	<p>-All areas of the curriculum being taught across the year alongside a variety of sports. Making sure each year group revisits every other year. Staff confidence has increased.</p> <p>- Sports projects have interventions all day on a Friday. This intervention is offered specifically to pupils on SEL assessments. They learn how to manage their feelings, building their confidence levels and social management. CLF Big Festival of Sport is a great opportunity to offer our disadvantaged students the chance to develop cultural capital through working with their peers from other schools in sporting activities in an aspirational university setting. CLF Festival of dance enhancing the enthusiasm behind movement and rhythm. A great opportunity to connect with our post 16 students who worked with our pupils through dance clubs.</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*

<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?	14%	Most of the cohort of pupils have never swam before, meaning that this was their first experience of exploring the pool and learning to swim. The cohort of pupils also missed swimming previously at school due to covid and swimming pools being closed for a long period of time.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	14%	The pupils who can swim 25m can also swim using a range of strokes. They are confident swimmers and have all attended swimming lessons in the past/currently.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>31%</p>	<p>The pupils can demonstrate safe self-rescue in the pool. They perform this with confidence and are able to instruct the teacher on what they would do in these situations.</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>Yes as part of our academy trust we regularly connect with other PE leads. Our last meeting was a swimming CPD. This was great CPD and something we can use with our teachers back at our schools. This CPD will be planned into a staff meeting for the new academic 2024-2025.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Slaney Mitchell.
Governor:	<i>(Name and Role)</i>
Date:	