

The Primary PE and sport premium

Planning, reporting and evaluating website tool

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
Sports Leaders – Development of Year 5 Sports Leadership programme and achieving Platinum School Games Mark.	Sports Leaders training in curriculum time developing communication, confidence and teamwork skills. Year 5 delivered a multisport event to year 3. Year 5 also supported KS1 Sports Day.	Continue for next year. Adapt the format of KS1 Sports Day to include a running track activity area.
Teacher CPD – Teachers get support in their PE lessons from a specialist teacher.	Teacher confidence improved. This had a positive impact on the quality of PE and the progress the children were making in PE lessons.	Continue for 2023/2024
Pupil Voice – Kobocca pupil voice survey sent out to all pupils	A clearer idea of pupils' enjoyment of PE and the activities they enjoyed.	Send out another Kobocca survey September 2023

Key priorities and Planning 2023 2024

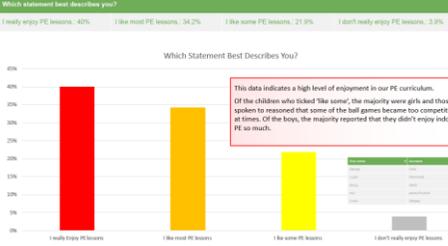
This planning template will allow schools to accurately plan their spending.

			Total allocated money	£19,350.00
			Total spend	£19,668.14
Action – what are you planning to do	Who does this action impact?	Key Indicator 1 <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<u>Subject Lead Support</u> Regular meetings with Sport Impact and the subject leader to support the following: <ul style="list-style-type: none"> • Visioning and long term planning • Curriculum development • Deep Dive Support • Engage in pupil voice through surveys. • Development of a Digital PE Handbook • School Games Mark application- • Sports Day and Sports Leadership support. 	Subject Leader (and teachers and pupils)	There is clear Leadership of the subject. The subject leader is supported in their own CDP and development.	Subject Leader has redesigned the getset4pe assessment model to ensure it meets the needs of Kings School The subject leader keeps other staff up to date through INSET and communication. There is a digital PE handbook and accompanying slide presentation that show how PE is led and delivered at The Kings School. The curriculum is continually reviewed on an ongoing basis with feedback from pupils and staff	Sport Impact (see below)
<u>Curriculum Equipment</u> Audit and purchase curriculum equipment		Ensure all lessons in the PE curriculum are resourced.		£766.51
<u>Teacher CPD</u> <ul style="list-style-type: none"> • Use Sport Impact teachers (external company) to 	Primary generalist teachers Pupils	Teacher confidence improved for the primary generalist teacher. This has a positive impact on the quality of PE, the engagement of	Sport Impact worked with ALL year groups Evidence: <ul style="list-style-type: none"> • Pupil voice 	Sport Impact £13,005

<p>support Queen's staff to build confidence and competence in delivering high quality PE lessons.</p> <ul style="list-style-type: none"> • Sport Impact to work with: <p>Reception, Year 1,2,3,4,5 and 6 (for detailed outline of specific training focus see 'Staff CPD record' in PE subject Leader Handbook).</p>		<p>the pupils and the progress the children are making in their PE lessons.</p>	<ul style="list-style-type: none"> • Observations/learning walks • Teacher feedback <p>See Survey results for pupil progress and impact report.</p> <p>Teacher Feedback on the teacher support:</p> <p><i>'Xxxxx has good communication skills , she's clear and direct when giving instructions, providing feedback and praising kids and teachers. I feel really lucky for having worked with her throughout the term as she has been a great model to learn from (Teacher survey- Year 2)'</i></p> <p><i>'The support and modelling was excellent and she provided for different types of abilities, ensuring that each child had the right scaffolding to develop their skills (Teacher Survey Year 4)'</i></p>	
<p><u>PE Planning Support and Assessment</u></p> <ul style="list-style-type: none"> • AM to ensure all staff have access to and are confident with using the GetSet4PE planning resource. • Upload videos and images of pupil work and progress in PE shared area. • Set assessment milestones for each PE unit across all year groups. Ensure points cover all key progression of skill areas on pupils' learning journeys. • Share assessment 	<p>Teachers Pupils</p>	<p>Staff are able to navigate and use the appropriate Get Set resources confidently will ensure progression of skills across the year groups.</p>	<p>Staff and PE Coach are using the assessment platform on getset4pe. Key assessment milestones are highlighted to reduce burden on teachers and simplify the assessment process. Subject Leader to get feedback on how this is going.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Pupil work (photos and videos) on shared area. • Getset4pe assessment platform 	<p>GetSet4PE scheme of work £550.00</p>

milestones with the PE Coach to ensure consistency.				
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Action – what are you planning to do	Who does this action impact?	Key Indicator 2 <i>Engagement of all pupils in regular physical activity</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Active Lunchtime sessions– 3G</u></p> <ul style="list-style-type: none"> • Retain PE specialist 2 hours per week for 34 weeks to provide lunchtime football development sessions 3 x per week. • Use coaches on the KS1 and KS2 Playground at lunchtimes to increase opportunities for structured play. 	Pupils	Increased opportunities for all pupils to have active lunchtimes and to increase daily physical activity and physical skills.	<p>The numbers of pupils engaged in active sport at lunchtime continues to increase.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Participation register • Pupil voice • Observations 	£1,725.00
<p><u>Playground Equipment</u></p> <ul style="list-style-type: none"> • Audit and purchase playground equipment • Ensure playground boxes are assigned to year groups. 	Pupils 3G Activity Play Balls	All pupils have access to a range of resources to promote and encourage active playtimes.	<p>Regular equipment audits were carried out throughout the year to ensure there was adequate equipment needed to maximise daily physical activity and play.</p> <p>List any playground equipment purchased</p>	£1171.63
<p><u>Active Learning:</u></p> <p>Subject Leader to communicate with staff opportunities for active breaks in the classroom:</p> <ul style="list-style-type: none"> • Go Noodle • Just Dance • Getset4PE active bursts • Cosmic Yoga • 5a day TV • Teach Active <p>Active Travel:</p> <ul style="list-style-type: none"> • Promote active travel • Use survey to calculate how many pupils use active travel. 	Pupils and Staff	The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles	<p>Greater understanding of importance how activity can help in regulating behaviour and improve readiness for learning - linking with work on Zones of Regulation.</p> <p>Gold active travel award</p>	PE Coordinator

Action – what are you planning to do	Who does this action impact?	Key Indicator 3 <i>The profile of PE and sport is raised across the school as a tool for whole school improvement</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Sports Leaders Training</u></p> <ul style="list-style-type: none"> • 6 week play leader training for ALL Year 5 pupils. • Leaders to design their own playground activity cards for the Year 3 Transition event. • TA allocated to oversee Play Leader rota and ongoing Play Leader active zone in the playground. • Activity cards made for playground games and displayed in visible places around school and in the playground. • Leaders training in summer term to support Sports Day design and delivery. 	Year 5 Pupils	<p>Play leaders understand the importance of daily physical activity.</p> <p>Playtimes are more active and there are more opportunities to play different games.</p> <p>Pupils are confident in designing and delivering activity sessions.</p>	<p>Platinum Gamesmark achieved for a second year (see case study) Play leaders understand the importance of daily physical activity. Play Leaders designed and delivered a Year 2 Play Event.</p> <p>Playtimes are more active and there are more opportunities to play different games. Pupils are confident in designing and delivering activity sessions. Pupils Lead the delivery of KS1 Sports Day.</p> <p>Next year look to assign Sports Leaders to support the Pleides Coach at lunchtime.</p> <p>Evidence :</p> <ul style="list-style-type: none"> • Pupil voice questionnaire • Staff observations and feedback • Play Leader rota • Playground Games cards • Sports day feedback 	Sport Impact
<p><u>Pupil Voice</u></p> <ul style="list-style-type: none"> • Send out a Pupil Voice Survey (Kobocca) at the mid-point and end of the year. 	Pupils and Staff	Engage in pupil voice to get a clearer idea of what pupils enjoy doing in PE and ideas for future activities or events. Gather information on pupil activity levels and what activities pupils are doing outside of school. Use this information to celebrate healthy lifestyles and successes and signpost other pupils to opportunities outside school.	 <p>Which statement best describes you?</p> <p>I really enjoy PE lessons - 40% I like most PE lessons - 34.2% I like some PE lessons - 21.9% I don't really enjoy PE lessons - 3.9%</p> <p>Which Statement Best Describes You?</p> <p>This data indicates a high level of enjoyment in our PE curriculum. Of the children who ticked 'like some', the majority were girls and those 'spikes' to represent that some of the ball games became too competitive at times. Of the boys, the majority reported that they didn't enjoy indoor PE as much.</p>	Sport Impact

<p><u>Sports Mark Award</u></p> <ul style="list-style-type: none"> • Celebrate and advertise Platinum Award achievement – newsletter, signage, website... • Continue to target platinum award for 2024 - check criteria 	<p>Pupils</p>	<p>The School Games Mark is a government-led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.</p>	<p>Kings maintained their Platinum Award.</p> <p>Target a new focus area for 2024 2025 see options below:</p> <p>The options are shown below:</p> <ul style="list-style-type: none"> » Demonstrate how you are engaging those young people that need it the most in the School Games and evidence how you know they are benefiting » Demonstrate how you have undertaken a review of your curriculum and extra-curriculum through the lens of gender and how student voice has shaped your offer resulting in equal opportunities to access sports based on the demand of students across your different key stages » Demonstrate how you are a physically literate school and how this positively impacts on your young people » Demonstrate how you are developing and co-creating your offer with your young people » Demonstrate how you have embedded positive experiences of competition into your offer and how this has made a difference to your uptake » Demonstrate how have you ensured that you have developed and maintained 60 active minutes across your school. 	<p>No cost</p>
<p><u>Sports Noticeboard and Newsletter</u></p> <ul style="list-style-type: none"> • Continue to update the newsletters and PE and Sports Noticeboard to celebrate Physical Education, Competitions, Leadership and Physical Activity. • Use photographs and pupil voice quotes. • Collate sports club attendance from Kobocca survey and signpost pupils to local sports clubs. 	<p>Pupils</p>	<p>The Noticeboard and Newsletter is a nice way of raising the profile of PE and Sport and celebrating successes.</p>	<p>New style newsletter with Sports News section</p>  <p>Option to raise awareness of local clubs in next years newsletter.</p>	<p>No cost</p>

Action – what are you planning to do	Who does this action impact?	Key Indicator 4 <i>Broader experience of a range of sports and activities offered to all pupils</i>	Impacts and how sustainability will be achieved?	Cost linked to the action																														
<u>Dance</u> <ul style="list-style-type: none"> Sessions booked with Boundless Dance company Sessions linked to Year 6 final performance 	Pupils	To provide an opportunity for pupils in year 6 to work with a professional dancer and experience dance sessions leading to a performance	Dance workshop routine used in production. Recording of performance Feedback from teachers and Children Experience of a wider range of dance styles - street dance / contemporary/ jazz	£150.00																														
<u>Extra Curricular Clubs</u> <ul style="list-style-type: none"> Use feedback from pupil voice surveys to ensure extra-curricular club provision reflects the needs of the pupils. Reach out to local organisations to support running of clubs if needed. 	Pupils	The engagement of pupils in a range of extra curricular clubs that cater for ALL abilities and offer a range of activities.	The numbers of pupils engaged in active sport at lunchtime and after school continues to increase. Evidence: <ul style="list-style-type: none"> Participation register Pupil voice results Observations <table border="1" data-bbox="1314 805 1789 1141"> <thead> <tr> <th colspan="6">Extracurricular Clubs and Active Play Sessions</th> </tr> <tr> <th></th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday</th> </tr> </thead> <tbody> <tr> <td>Morning</td> <td>Hockey Club, Yrs 3 - 6</td> <td>Girls Football, Yrs 2 - 6 Netball, Yrs 3 & 4 Running Club, Yrs 4 & 6</td> <td>Boys' Football Sq, Yrs 5 & 6</td> <td>Tag Rugby, Yrs 5 & 6</td> <td>Boys' Football Sq, - Yrs 5 & 6</td> </tr> <tr> <td>Lunchtime</td> <td>Boys' Football Sq, Yrs 5 & 6</td> <td>Handball, Yrs 3 & 4 Football, Yr 3</td> <td>Football, Yrs 4-5 Playground Basketball</td> <td>Football, Yr 6 Playground Basketball</td> <td>Girls' Football Sq, Yrs 5 & 6 Playground Basketball</td> </tr> <tr> <td>After School</td> <td>Football Club, Yrs 1 & 2 Cricket Club, Yrs 3 - 6 Oversewing Club, Yrs 2 - 6</td> <td>Free Flow Karate, R & Yr 1 Karate Club, Yrs 2 - 6 Football Club, Yrs 3 & 4</td> <td>Boundless Dance, Yrs R - 4 Basketball Club, Yrs 3 - 6 Football Club, Yrs 5 & 6 Girls' Football Sq, Yrs 5 & 6</td> <td>Fencing, Yrs 3 - 6 Athletics Club, Yrs 3 - 6 Tennis Club, Yrs 1 - 4 Netball Club, Yrs 5 & 6</td> <td>Mix Fun Sports, R - Yr 2 Gymnastics, Yrs 3 - 6 Boys' Football Sq, Yrs 5 & 6</td> </tr> </tbody> </table>	Extracurricular Clubs and Active Play Sessions							Monday	Tuesday	Wednesday	Thursday	Friday	Morning	Hockey Club, Yrs 3 - 6	Girls Football, Yrs 2 - 6 Netball, Yrs 3 & 4 Running Club, Yrs 4 & 6	Boys' Football Sq, Yrs 5 & 6	Tag Rugby, Yrs 5 & 6	Boys' Football Sq, - Yrs 5 & 6	Lunchtime	Boys' Football Sq, Yrs 5 & 6	Handball, Yrs 3 & 4 Football, Yr 3	Football, Yrs 4-5 Playground Basketball	Football, Yr 6 Playground Basketball	Girls' Football Sq, Yrs 5 & 6 Playground Basketball	After School	Football Club, Yrs 1 & 2 Cricket Club, Yrs 3 - 6 Oversewing Club, Yrs 2 - 6	Free Flow Karate, R & Yr 1 Karate Club, Yrs 2 - 6 Football Club, Yrs 3 & 4	Boundless Dance, Yrs R - 4 Basketball Club, Yrs 3 - 6 Football Club, Yrs 5 & 6 Girls' Football Sq, Yrs 5 & 6	Fencing, Yrs 3 - 6 Athletics Club, Yrs 3 - 6 Tennis Club, Yrs 1 - 4 Netball Club, Yrs 5 & 6	Mix Fun Sports, R - Yr 2 Gymnastics, Yrs 3 - 6 Boys' Football Sq, Yrs 5 & 6	Self-funded and not from Pupil Premium
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<u>PE Equipment</u> <ul style="list-style-type: none"> Regular audits of PE equipment for lessons and playtimes. Consult staff and Plaedics to regularly to check their 	Pupils Staff	Pupils have access to PE equipment that allows them to experience a broad and balanced PE curriculum alongside active playtimes.	Regular equipment audits were carried out throughout the year to ensure there was adequate equipment needed to deliver the PE curriculum and extra curricular provision. Option to list any new equipment purchased	No cost																														

equipment needs. <ul style="list-style-type: none"> • Rotate summer and winter equipment 				
<u>Swimming</u> <ul style="list-style-type: none"> • Provide top up swimming above national curriculum requirement • Target pupils needing additional support 	Pupils	Pupils can <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations 		Free for all participants in KS2. Cost of coach covered by parents.
Action – what are you planning to do	Who does this action impact?	Key Indicator 5 <i>Increased participation in competitive sport</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<u>Borough Competitions</u> <ul style="list-style-type: none"> • Focus on increasing the range of children accessing competitions by entering A and B teams where possible. • Engage new staff to support with competition delivery. • Ensure children are adequately prepared for competition through team training 	Pupils	More pupils get to experience inclusive competitions that are appropriate for their age and stage. Pupils receive adequate training before competitions to ensure they are prepared. If pupils have an enjoyable experience at the competitions they are more likely to engage in the future.	Pupils attended a number of Competitions: See PE Slides for breakdown. Regular team training sessions build skills for playing competitive sports: Understanding rules, teamwork and game skills/tactics. Supports preparation for pupils’ transition to secondary school. Target more Blue events next year.	Staff time – admin and accompanying pupils to events out of school hours, approx. £2,000

<p><u>Intra School Competition.</u></p> <ul style="list-style-type: none"> ● Include Inter House Events at the end of activity blocks where possible. ● Sport Impact and SL to share with staff simple formats for how to deliver intra house events. 	Pupils	ALL pupils in KS2 experience intra school competition.	Informal house events were run in Year 4,5 and 6 at the end of activity blocks. Children enjoyed representing their house team and experiencing a range of new sports (Orienteering, tennis, cricket, handball, netball football.).	No cost
<p><u>Sports Day</u></p> <ul style="list-style-type: none"> ● Plan a Sports Day event for Reception, KS1 and KS2 ● Utilise Year 5 Sports Leaders to deliver an inclusive carousel style event for Reception and KS1. ● Consider adding in a running track to the Year 2 event. ● Organise an inclusive and competitive KS2 event. ● Parents to be invited to attend 	Pupils	Children experience an inclusive and competitive Sports Day		Additional staff £300

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
Active lunchtimes for all KS2 pupils	Promoting and developing healthy lifestyle	Continue to run and promote, lead by Pleaides – option for Y6 Sport Leaders to assist
Range of equipment available for pupils in lessons and at playtimes	Children encouraged to play and exercise in active break times	Continue to audit equipment and look to resource potential new PE units, e.g. volleyball.
Teachers supported with personalized CPD Teachers well-supported in planning process through GetSet5PE	Development of teacher competency and confidence delivering the PE curriculum	Continued support from Sport Impact; new GetSet assessment embedded.
Successful Sports Day and implementation of Play Leaders	Celebration of sport promoting positive attitudes to sport in children across the school. Positive impact on parent community.	Introduced competitive element to KS1 Sports Day following 2023 feedback.

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?	91% (51/56)	<i>Three of the five children not achieving joined the school later in the key stage (two in Year 4 and one in Year 5) and hadn't participated in in-school swimming lessons at this stage. One child not achieving with ASD and initially very fearful of the water.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	86% (48/56)	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>34% (19/56)</p>	<p><i>Children in two upper groups successfully participated in self-rescue course.</i></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><i>Swimming delivered by external providers and supported by teachers poolside.</i></p>

Signed off by:

Head Teacher:	<i>Mr Adrian Corke</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr Alex Megrah</i>
Governor:	<i>Larissa Sutton</i>
Date:	29/07/24