



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) - £19053

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

Activity/Action	Impact	Comments
<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p> <p>INTENT: Increase engagement in and enjoyment of physical activity to promote active, healthy lifestyles; Support and involve the least active children by providing targeted activities: the least active will know the importance of maintaining an active lifestyle and how to increase activity to maintain health; Embed physical activity into the school day through active playgrounds and active teaching; Encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school: children will know how to role model play and organise active participation in group games.</p>	<p>Year Groups most represented: Key Stage 2 – EYFS children and Key Stage 1 pupils are observed to be consistently more active and choose to engage in active play;</p> <p>Average weekly take-up (Daily Mile): 50</p> <p>Observation over time of quality of play and activity levels: When adult engagement with children is active, focused and positive, they respond in kind and adult-led activities successfully lead to greater physical activity.</p>	<p>The Daily Mile is embedded in the school's timetable. It reaches the children who are able to arrive early at school and those who are already physically fit. The impact of the remaining strategies for this Key Indicator show that when adult-led activity is undertaken consistently well over a period of time, pupils activity and enjoyment in it increase. Staffing issues have impeded progress.</p> <p>NEXT STEPS: Continue focus on increasing older girls' physical activity through activities they enjoy;</p>

<p>IMPLEMENTATION Daily Mile Initiative Weekly Wednesday 15-minute walk/jog/run for all pupils before school, targeting pupils in Key Stage 2 and girls; Making lunchtimes active Employment of a Lunchtime Play Leader tasked specifically to raise pupils' activity levels during Lunchtime play through teaching organised games; Play leader to disseminate activities to other MMS; Children are supported to organise their own active games</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Pupil Voice Survey Outcomes: 95%+ of Years 1-6 pupils report the school looks after their physical and mental health and wellbeing, and place emphasis on the importance of physical activity to maintain health.</p>	<p>Introduce OPAL PLAY to consolidate approaches to active play throughout the day.</p>
<p>INTENT LINK TO WHOLE SDP Outdoor provision results in improved pupil engagement, problem solving and resilience and during playtime and lunchtime: children will know how to organise and play active group games, problem solve in their implementation and manage their time productively and with resilience</p> <p>IMPLEMENTATION Structured PE Intervention to improve academic progress for children with poor mental health, trauma, poor behaviour for learning and who are at risk of exclusion. Playground Ambassadors will be trained by PE coaches.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>INTENT</p>	<p>Observation over time of quality of play and activity levels: Quality of play has improved where adult interaction and provision are effective over time.</p> <p>Pupil Voice Survey outcomes: 95%+ of pupils in Years 1-6 report the school supporting their physical and mental health and wellbeing, and promoting an active lifestyle.</p> <p>Pupil behaviour: Intervention acted as an incentive for the majority of targeted children for whom PE/physical activity is a motivator.</p> <p>Pupil Voice Survey outcomes: 95%+ of pupils in Years 1-6 report the school supporting their physical and mental health</p>	<p>Impact shows links between the provision of training and intervention and a better school experience for all pupils. NEXT STEP: Introduce OPAL PLAY to ensure adult interaction and provision are consistently effective over time.</p>

<p>Link to KI1: Increase pupils' physical activity and improvement in mental health and wellbeing through structured use of new, partially grant-funded large play equipment, fundraised small equipment and the existing Anomaly resource.</p> <p>IMPLEMENTATION Making play and lunchtimes active: Employment of a Lunchtime Play Leader tasked specifically to raise pupils' activity levels during Lunchtime play through teaching organised games; Play leader to disseminate activities to other MMS; Children are supported to organise their own active games</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>INTENT Additional achievements: Raise attainment in swimming to meet requirements of the National Curriculum by the end of Key Stage 2</p> <p>IMPLEMENTATION Intensive swimming intervention for all pupils in Year 6 in the Summer Term, beginning June 2023: 4 weeks of intensive tuition 3x per week on consecutive days, given by coaches and assistants in the water at STAC = 12 hours in total Non-swimmers to swim 25m using one stroke; pupils with basic skills as a starting point to improve to meet all NC requirements; Train existing support staff to support children in the water (SEND/complex needs)</p>	<p>and wellbeing, and promoting an active lifestyle. Attitudes to participation in other physical activities, e.g. core PE lessons: Pupils in Years 1-6 report satisfaction with teaching and teachers with which and whom they are familiar and find consistent; this extends to support staff at play and lunchtimes. Observation over time of quality of play and activity levels: Quality of play has improved where adult interaction and provision are effective over time. Pupil behaviour: Where provision is consistently strong, pupil behaviour reflects this.</p> <p>The percentage of pupils within the Year 6 cohort who can: Swim competently, confidently and proficiently over a distance of at least 25m = 50% - an increase of 20% on last 2022; Use a range of strokes effectively = 30% Perform safe self-rescue in different water-based situations = 50%</p>	<p>Large play equipment is consistently popular and well-used. It is challenging, so those children who prefer sedentary continue to need encouragement. Impact shows links between the provision of targeted physical activity at play and lunchtimes and a better school experience for all pupils. NEXT STEP: Introduce OPAL PLAY to support children to organise their own active games sustainably.</p> <p>These are the strongest outcomes for swimming yet seen at Brunswick Park, despite the impact of COVID-19. NEXT STEP: Continue this initiative in 2023/24.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p> <p>INTENT Run sports activities with other schools; Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across the school</p> <p>IMPLEMENTATION Run sports activities with other schools; Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively and embed physical activity across the school</p>	<p>Number of competition entries: Entries focused on mixed teams and a variety of sports including dancing; Number of children entering competitions – trends over time: Brunswick Park was represented at competitions organised by the LPESSN for pupils in Key Stage 2; Pupils’ attitudes to competitive sport: Remain positive: 95%+ of Year 1-6 pupils report favourably about physical activity; Feedback from internally organised Sports Week was resoundingly positive; it involved every child in the school from YN – Y6 and their teachers.</p>	<p>Impact indicates that LPESSN remains the best value and most effective way of disseminating knowledge and skills to staff who teach PE, and gaining access to a variety of competitive sport. NEXT STEP: Continue this initiative in 2023/24.</p>
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Key Priorities and Planning - £18995

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>Introduce the mentor-supported OPAL (Outdoor Play and Learning) Primary Programme for pupils over the next 2 years to improve the quality of play sustainably:</p> <p><i>‘Children attend primary school for seven years. Of those seven years, around 1.4 years will be spent outside actively playing, making ‘playtime’ by far the most dominant element within the curriculum. Unlike sport and PE lessons, children’s active play can claim 100% engagement, provided it is delivered with the right expertise, consistency and understanding of children’s social, emotional and environmental needs.’</i></p>	<p>School Leaders, Lunchtime Supervisors (MMS), Teaching Staff, as they need to receive training, lead the activities and work with the mentor to implement the programme;</p> <p>Pupils, as they will take part in the OPAL Primary Programme.</p>	<p>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.</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>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal;</p> <p>More teaching time;</p> <p>More pupils encouraged to and taking part in regular physical activity;</p> <p>Improved pupil behaviour and mental wellbeing.</p> <p>The programme will take 2 years to implement, by which time staff and children will be trained and resources and their use embedded in practice, resulting in sustainability. Funds from the PPG 2024/25 will be used to support programme implementation in year 2.</p>	<p>£5000 cost to purchase programme and mentor</p> <p>£3500 cost for related staff CPD related to the OPAL Primary Programme</p> <p>£3995 cost for resources to implement the OPAL Primary Programme</p>

<p>Intensive swimming intervention for all pupils in Year 6 in the Summer Term, beginning June 2024:</p> <p>4 weeks of intensive tuition 3x per week on consecutive days, given by coaches and assistants in the water at STAC = 12 hours in total</p> <p>Non-swimmers to swim 25m using one stroke; pupils with basic skills as a starting point to improve to meet all NC requirements;</p> <p>Membership of the London PE and School Sports Network (LPESN)</p> <p>Using the membership, the specialist PE teacher and Southwark Gymnastics plan extra-curricular activities, prepare children for competitions, train staff and stay abreast of updates relating to PE and Sport.</p> <p>Pupils in Years 2-6 take part in 2 internal and 1 external competition per year.</p>	<p>Train existing support staff to support children in the water (SEND/complex needs) and primary generalist teachers in teaching basic swimming skills</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key Indicator 5: Increased participation in competitive sport.</p>	<p>Primary teachers and support staff more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>£3500 costs for intervention and related CPD</p> <p>£2500 costs for LPESN membership including competition access: the LPESN provides access to the school competition programme for Southwark, INSET training for staff, PE Co-ordinator Meetings and various events/workshops that increase children's activity levels and improve physical literacy</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

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?	20%	High pupil mobility and the low standard of tuition available at the local public swimming pool – regular lessons do not enable pupils to learn to swim – represent poor value for money and outcomes for pupils. This intervention, available after SATs and when pupils at STAC are on exam leave, is proven to reach the whole Year 6 cohort and leads to better pupil outcomes and attitudes to swimming. The school's core budget spend is targeted at this intervention and at developing swimming as a life skill for pupils with ASC and complex SEND. The % will be updated in July 2024.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	20%	See above.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>20%</p>	<p>See above.</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</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</p>	

Signed off by:

Head Teacher:	Susannah Bellingham
Subject Leader or the individual responsible for the Primary PE and sport premium:	Andrew Payne (Subject Leader)
Governor:	Anthony Doudle
Date:	30 September 2024