



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.

Key priorities and Planning

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

Action – what we planned to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
Improve Staff engagement, Staff Ethos & CPD	Staff as they are delivering the sessions The children as they will be taking part in the lessons that staff are more confident to teach.	KI 1 – Increased knowledge, confidence and skills of all staff	Teachers are more engaged with teaching PE- have a better starting point and finish point for their sequencing of sessions. Sessions are more sequential and show natural progression throughout. Teacher to continuing CPD sessions when able. Staff meetings to continue and be booked for next academic year,	£3153
Encourage a wide range of opportunities accessed via a range of wider providers and within our local area: Coach hire to allow access for events for children	The children as they will participate and engage in various activities both competitive and non-competitive events.	KI 4- Broader experience of a range of sports and activities offered to all pupils KI 5- Increased participation in competitive sport.	More children have participated in competitive and non-competitive events this year, both on school premises and in the local community. Being a partnership with DSSP again next year will allow for these opportunities to continue.	£5973
Update and prioritise consistency within Withycombe's pe	Staff as they are delivering the sessions The children as they will be	KI 1 – Increased knowledge, confidence and skills of all staff	Teachers are more engaged with teaching PE- have a better starting point and finish point for their	£11725

<p>curriculum Curriculum overviews Uniformed planning, use of PE Hub scheme Resourcing and equipment, (clubs and activities)</p> <p>Active and structured playtimes for all children. Secure goalpost and activity area on the Year 3 playground. Trim trail to be fixed and secured for all children to use.</p>	<p>taking part in the lessons</p> <p>Children as they will be encouraged to have more of a structured physical playtime rather than just 'free time' MTAs and they will need training in active play times sessions,</p>	<p>K13- The profile of PE and sport is raised across the school K1 1 – Increased knowledge, confidence and skills of all staff In teaching p and sport.</p> <p>K1 2- Engagement of all pupils in regular physical activity.</p>	<p>sequencing of sessions. Sessions are more sequential and show natural progression throughout. Teacher to continuing CPD sessions when able. Staff meetings to continue and be booked for next academic year,</p> <p>Children to have more of an active playtime, monitored by staff and peers. Young leaders to lead activities and monitor. Young leader training available through the DSSP partnership next year.</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>Physical Education</p> <ul style="list-style-type: none"> - Curriculum overviews - Uniformed planning, use of PE Hub scheme - Resourcing and equipment - Staff engagement, Staff Ethos & CPD - Monitoring > Subject leader Lesson observations/drop in, use of Assessment, Pupil voice, Staff voice. - Assessment: Assessment for learning embedded. End of unit tracker sheet used. Staff access to previous unit assessment forms to aid planning for ability etc. - 3 I's statement and progression documents (Knowledge & Skills) in place - Pupil engagement - Differentiation in lessons > STEP & AIM models used. <p>Broad, balanced curriculum with a good range of activities mapped out across the year groups.</p>	<p>A uniformed and constant approach to teaching Physical education with Withycombe Raleigh. PE hub has continued to give a sequential and progressive curriculum for staff to follow regardless of their personal feelings and worries about delivering PE within the curriculum.</p> <p>Staff have worked with the PE leads in staff meeting sessions as well as staff from DSSP for their own CPD and development, allowing confidence to grow. 3 I's have been reviewed to make sure they still fit Withycombe and that they truly reflect what we want children to achieve by the end of their time with us. Children of all abilities are able to achieve in PE due to staff understanding their needs and how to adapt to them (STEP model)</p>	<p>A very successful year for Withycombe within the PE heading. The most participation in activities. Events have been held on site and using the wider community areas.</p> <p>The partnership with DSSP has been incredibly positive and through expert knowledge and teaching staff have been able to have CPD and up to date training, including the PE leads. Teachers have be able to express concerns or points of interests / areas of development throughout the year and as a team we have tackled them to move the subject forward.</p>
<p>School Sport</p> <ul style="list-style-type: none"> - Mass engagement for ALL pupils. - Huge opportunities accessed via a range of wider providers and within our local area: <ul style="list-style-type: none"> ➤ Dartmoor School Sport Partnership events and PE Impact Days ➤ East Devon events 	<p>More children have participated in events throughout the school year, both non competitive and competitive. Children have worked with others and have had the chance to collaborate with other primary school within the area. Children have had the opportunity to excel within their sports, taking them to the highest level (Devon finals) and competing against the best in Devon.</p>	<p>Sports is highly celebrated within Withycombe and this must continue in order to promote and continue our successes.</p> <p>Partnership with DSSP is key to events running, both no- competitive and</p>

<ul style="list-style-type: none"> ➤ Devon events ➤ In house competitions > interhouse, hosting others, Sports days ➤ Swimming > pool & sea swim, Wildtribe Cycling & Sailing ➤ Clubs > wide range across the year. - Celebrate achievements via assemblies, local press, school social media. - School ethos - Targeted groups identified - Pupil tracker document used to ensure opportunities accessed appropriately and to monitor targeted groups (PP, SEND, G&T, etc) 	<p>Events have been offered that are out of standard curriculum – Aquathon/ sea swimming, allowing children to the broad and rich variety in activities offered</p> <p>Children have felt a sense of pride and as a school we have celebrated all children and their sporting achievements openly through newsletters and celebration assemblies. Tracker sheets have also allowed us to pick groups of children to target and make sure all are able to access extra activity.</p>	<p>competitive, giving pathways to further competitions and opportunities. Withycombe have performed at an excellent level in a wide range of sports this academic year.</p> <p>Important we continue celebrating staff also- PE achievement board is something we would like to develop next academic year.</p>
<p>Physical Activity</p> <ul style="list-style-type: none"> - Movement breaks encouraged / imoves/ go noodle - Active Travel scheme encouraged and progress seen through WRPS website. - Active Playtimes - Staff see the value and benefits of PA within the school day. Opportunities to share and feedback at staff meetings. - Cross curricular links (RSHE & Science, keeping our bodies healthy). - Heat Map used to look at PA across the school day > staff encouraged to use active ways of learning. - Active lives survey used as an early indicator of activity levels. (This fed nicely into our Active travel scheme and Movement break initiative). 	<p>Physical activity has been celebrated and encouraged within Withycombe school.</p> <p>As a teaching team, we have seen the instant benefit in children moving and being active throughout and in between learning sessions.</p> <p>Using heat maps and active lives surveys has allowed to monitor the stillness of our children and where we can adapt to create a more physical and active curriculum.</p>	<p>Though time is pushed more than ever it is important for us to continue looking for ways to be active throughout the day when PE isn't on the timetable. Movement and brain breaks are proven to increase and enhance learning and something that Withycombe will continue to value.</p> <p>Active lives and heat mapping will happen again next year to ensure children are moving within their learning day.</p> <p>Withycombe Raleigh achieve a gold award again for the academic year 23/24.</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?	87%	Cost pays a large factor with the provision of 90 + swimmers even though the school parents can make a voluntary contribution. Time and space can also prove tricky; however all Year 3 children were able to complete a 12 weeks 30 mins session at the local LED centre. Non swimmers (KS2) also had a catch up programmes lasting 8 weeks.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	87%	Children worked hard within the sessions but more time was needed, these children will be picked up again through ks2 as part of the non-swimmer programmes.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	87%	Sessions were delivered to children within their 12-week programmes. Sea safety sessions were also held and life guard talks were used at the local beach.
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?	Yes	All non-swimmers in year 5 and 6 were given additional swimming sessions at St Peters Budleigh, within a smaller group session. Children were also part of sea swimming sessions and sea safety groups at the local beach.

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	+ members of staff are trained to deliver school swimming within our local facility. 1 member of staff is trained to deliver and teach sea swimming.
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Signed off by:

Head Teacher:	<i>Emma Jones</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Francesca Ryan Nicola Hart Emma Jones</i>
Governor:	<i>Robert Sellers</i>
Date:	17.7.24