



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 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
Increasing the amount of inter and intra school competition	Greater number of children participated in purposeful competitions, broadening their experiences.	Providing purposeful competition and a clear intent to children, parents and staff delivering ensured great success.
Achieving a School Games Gold Award	Significantly raising the profile of PESSPA.	A wonderful achievement and first ever gold award for Nishkam Primary Birmingham.
Significantly increasing the number of girls' participation in clubs, in particular football for UKS2 girls.	More girls, particularly those who are commonly inactive in UKS2, feel more confident and participated well in extra-curricular activities.	To continue providing a variety of options and purposeful inspiring, engaging, competitive events for girls.
Specialist Coach	Provided a significant amount of support in providing physical activity opportunities during lunch times and after-school clubs.	Continue using highly-skilled, qualified staff to assist in promoting PESSPA.

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
To increase and enhance daily physical activity through a variety of strategies e.g. active blasts in and out of school.	<i>The whole school. PE lead to organize active blasts for teachers to use with the children. PE lead to purchase new Moki bands, and send Home active blasts via email / text to KS1 and KS2 parents.</i>	<i>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.</i>	<i>Year 5 children have increased their physical activity / moderate, vigorous physical activity by completing on average more steps than they did at the start of the year. Through conferencing, some parents and children are aware and are completing the home active blasts. All classes have active blasts cards in each classroom and are more active as a result.</i>	£816
To provide targeted opportunities to all pupils through inspiring events, gender and year group specific competitions, SEND workshops and parental workshops e.g. girl participation in Y5	<p><i>PE lead and PE coach to identify targeted groups such as girls' participation, SEND children and children with key transition points e.g. Y3 and Y6.</i></p> <p><i>PE lead and PE coach to deliver inspiring and engaging events and competitions in sports such as dance,</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>As a result of the targeted opportunities and events, highlights of the year are presented here (further data and graphs can be seen at the bottom of this document)</i></p> <ul style="list-style-type: none"> - <i>42% of SEND children in KS1 and KS2 participated in at least one after-school club</i> - <i>41% of PP children in KS1 and KS2 attended at least one after-school club</i> 	(within £5560)

<p>and Y6 and transition points e.g. Y3 and Y6</p>	<p><i>gymnastics, dodgeball and golf.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<ul style="list-style-type: none"> - <i>Competition events were held after-school for sports such as: Dodgeball; gymnastics; dance; hockey; golf.</i> - <i>Each competition event included Y5 and Y6 sport leaders</i> 	
<p>To continue providing intra and inter competitions to maximise the number of children participating in competitions.</p>	<p><i>PE lead and PE teacher to provide opportunities for children to compete through internal fixtures and events, and also by linking up with local schools.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>		<p><i>(within £5560)</i></p>
<p>To continue and enhance the role of Sport Leaders</p>	<p><i>PE lead to provide opportunities for sports leaders in Year 5 and Year 6 to officiate, lead, assist and support during fixture events.</i></p>	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>Sport Leaders learn to take an active part in sport that doesn't involve 'as a player', but rather a wider understanding of games and activities, and roles within sport.</i></p>	<p><i>N/A</i></p>
<p>To provide and enhance physical activity and sporting opportunities before school, during break and</p>	<p><i>PE lead and HT to organize breakfast club, lunch times and after-school physical activity opportunities for children. External company to provide lunch time activities and after-school care physical</i></p>	<p><i>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</i></p>	<p><u>Break and Lunch Times</u> <i>More children were engaged in physical activity and purposeful games such as archery and dodgeball. Children are aware of the activities on offer to them and subsequently take part in them more (student an pupil voice). Also, as a result, negative behaviour during</i></p>	<p><i>£10,500</i></p>

<p>lunchtimes and after school.</p> <p>To provide a rich variety of after-school clubs.</p>	<p><i>activity opportunities.</i></p> <p><i>PE coach to deliver a range of after-school clubs which are broad and balanced e.g. multi-sports, golf, cricket, basketball, hockey</i></p>	<p><i>which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>playtimes has reduced.</i></p> <p><i>A wide range of after-school clubs have been offered to children in KS1 and KS2. (see tables below). Children are more likely to continue attending clubs in future years.</i></p>	<p>£5560</p>
<p>To make links with local organisations for children who are identified as exceptionally talented in sport specific activities / games.</p>	<p><i>PE lead to make contact and links so children who have an exceptional talent or interest in a particular area are signposted.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>PE lead signposted children to local swimming, dance and football clubs as a result of class teachers and PE leads observations for exceptional talent. Children continue to participate in sport beyond the weekly x2 PE slots in school and develop physical literacy and activity habits outside of school.</i></p>	<p>N/A</p>
<p>To monitor the use of PE equipment and update and purchase new equipment to meet the demands of PESSPA</p>	<p><i>PE lead and PE teacher to monitor use of equipment and purchase new equipment. Teachers to inform PE lead of any equipment required or which needs replacing.</i></p>	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>The impact of this ensured new curriculum resources directly linked to each unit of PE, which as a result improved the quality of teaching in core PE lessons. Some PE equipment was also used in targeted events such as tri-golf, broadening the activities offered to all pupils.</i></p>	<p>£1668.69</p>

<p>To monitor the teaching and learning of PE.</p>	<p><i>PE lead to monitor the teaching and learning termly by observations and pupil voice.</i></p>	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>PE was taught to an embedded-exemplary level across all year groups. Therefore, high quality PE was delivered to all pupils.</i></p>	<p>N/A</p>
<p>To provide high quality PE CPD, whether internally or externally, to update and enhance the provision of PE, School Sport and Physical Activity.</p>	<p><i>PE lead to provide CPD or source external CPD to enhance the provision of PESSPA.</i></p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p>	<p><i>PE was taught to an embedded-exemplary level across all year groups. Therefore, high quality PE was delivered to all pupils.</i></p>	<p>N/A</p>
<p>To conduct Sport and School council feedback, including pupil voice, to listen and improve the provision of PE, School Sport and Physical Activity.</p>	<p><i>PE lead and School Council leads to assemble a group to conduct pupil voice on PESSPA and to take actions based on suggestions.</i></p>	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p>	<p><i>PE lead and school changed activities at lunchtime based on a whole school and school council survey. Sustainably, and to continue with this success, PE Lead and school council to complete a new survey at the beginning of next academic year and purchase relevant equipment..</i></p>	<p>Within £1668.69</p>
<p>To provide enrichment experiences to inspire children to improve their</p>	<p><i>PE lead to contact and organize enrichment days with local organisations or athletes.</i></p>	<p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i> <i>Key indicator 4: Broader</i></p>	<p><i>All children were engaged in the inspiring workshop lead by a top 10 in the world freestyler Jamie Knight. Girls in particular commented how much they enjoyed the class workshop and masterclass session. Children realise you can enjoy sport</i></p>	<p>£560 Jamie Knight Workshop Warwickshire Cricket Club</p>

<p>physical literacy, social skills and personal characteristics</p> <p>To achieve a School Games Mark Silver / Gold Award.</p> <p>To provide targeted sporting opportunities to SEND children.</p>	<p><i>PE lead to work towards a School Games Mark. PE lead to liaise with PE coach / teacher to achieve set criteria.</i></p> <p><i>PE lead and PE coach to organise SEND specific workshops for KS1 and KS2</i></p>	<p><i>experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key Indicator 3 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>in a different context e.g. as a freestyler and not as a team game.</i></p> <p><i>PE lead and school to continue aspiring towards achieving a School Games mark and raising the standard of PESSPA across the school.</i></p>	<p><i>(Free)</i></p> <p><i>£60</i></p> <p><i>(Total Spend: £19,164.79)</i></p>
---	--	---	---	--

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.

Investing in sport equipment and human resource to assist with intra-competitions, events and fixtures. The impact on girls' participation is clear to see with the table below. Offering these designated events and competitions for girls was crucial because in generic after-school clubs, not as many girls attended compared to boys.

Table demonstrating after-school intra-competitions and inspiring / engaging events participation

Autumn			
Event	Pupils	Total	Sport Leaders
'School Games Dodgeball'	Year 3 and 4 Girls	10	Yes
'Everybody Dance Now' Competition	Year 5 and 6 Girls	7	Yes
'Everybody Dance Now' Competition	Year 5 and 6 Girls	7	Yes
'Tri-Golf'	KS2 Girls	16	Yes
Spring			
Gymnastics competition	Year 3 and Year 4 Girls	16	Yes
Gymnastics competition	Year 5 and Year 6 Girls	6	Yes
Hockey competition	Year 5 and Year 6 Boys	25	Yes
Hockey competition	Year 3 and Year 4 Boys	28	Yes
Summer			
SEND KS2 Workshop	KS2	30	N/A
SEND KS1 Workshop	KS1	15	N/A
School Games Sports Day	REC KS1 + KS2	420	Yes

After School Club Participation

Autumn Clubs					
Club	Boys	Girls	SEND	PP	Total
KS1 Basketball	7	4	1	5	11
KS2 Basketball	8	2	2	2	10
KS1 + KS2 Dance-Fitness	4	4	3	1	8
Gardening	5	5	0	3	10
KS2 Hockey	13	1	3	1	14
KS1 Multi Sport	5	0	1	2	5

Spring Clubs					
Club	Boys	Girls	SEND	PP	Total
KS1 Hockey	3	0	1	0	3
KS2 Basketball	13	5	3	4	18
KS1 KS2 Dance	5	9	1	4	14
KS1 KS2 Gardening	9	0	3	3	9
KS2 Football	20	0	2	4	20
KS1 KS2 Multi Sports	11	0	1	2	11

Summer Clubs					
Club	Boys	Girls	SEND	PP	Total
KS1 Football	13	2	2	2	15
KS2 Golf	12	0	4	2	12
KS1 + KS2 Gardening	6	2	1	5	8
Fitness + Dance	1	8	1	5	9
KS2 Football	17	0	2	3	17
KS1 + KS2 Multi Sport	8	2	2	2	10

PP and SEND

42% of SEND children attended an after-school sport club, up from last year, and with an increased number of SEND children from the previous academic year.

41% of PP children attended an after-school sport club, staying around the same percentage as the previous academic year

Activity/Action	Impact	Comments
SEND inclusion	<p>All SEND children participated in SEND specific activity workshops. This ensured all activities were tailored to meet each individual need.</p> <p>42% - an increase from the previous year of SEND children attended an after-school club.</p>	<p>Would do it again on more regular occasions. Children thoroughly enjoyed it and sports such as bowls, archery and other target games were very successful for pupil engagement.</p>
PP inclusion	<p>41% of PP children attended an after-school club.</p>	<p>Continue to develop and enhance opportunities for SEND and PP children.</p>
Girls' participation and targeted competition events	<p>Providing gender specific events and opportunities enhanced the provision of girls accessing a variety of sports, as seen in the table above.</p>	<p>To transfer the 'event' participation into girls attended after-school clubs regularly.</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?	40%	40% Many children could swim 10m and close to 20m but were short of the 25m award. Due to travel and timetables, sessions are 30 minutes long so over a term, this equates to roughly 360 minutes / 12 half an hour sessions in some cases (or less with a shorter term)
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	57%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>82%</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>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>No</p>	<p><i>This is taught by 3 or 4 fully qualified members of staff at the swimming baths therefore we fully trust the expertise and judgements made.</i></p>

Signed off by:

Head Teacher:	<i>Gurpreet Kaur</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>A.Reeson (PE Lead)</i>
Governor:	<i>Satbachan Bahia</i>
Date:	5 th July 2024