



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Snape Wood Primary and Nursery School
2023-2024

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
<ul style="list-style-type: none"> Staff more confident with the delivery of PE lessons after working alongside a P.E. specialist teacher and the use of Twinkl Move 	<ul style="list-style-type: none"> Teachers show increased confidence in teaching P.E. Confidence gained by staff to understand the skills and knowledge taught and are able to facilitate into their own teaching. 	Continue to develop the subject knowledge for staff so that they are able to become skilled in teaching P.E
<ul style="list-style-type: none"> Children attended forest school activities 	<ul style="list-style-type: none"> Children who attended the forest schools club show increased confidence and have developed their self esteem Children are able to co-operate with each other and have increased their social skills. Afterschool Forest school club developed as a result of children attending Wild Things 	<ul style="list-style-type: none"> Continue to develop the forest school club Develop clubs that are inclusive and purposeful for SEND children
<ul style="list-style-type: none"> Training for the Sports Ambassadors 	<ul style="list-style-type: none"> More pupils are physically active during break times and lunchtimes Pupils are able to plan activities that are engaging and build on their independence skills Pupils have applied their skills gained from the Bullies Out training – pupils state that playtimes are happier and safe. Pupils gained confidence and self-esteem raised for themselves and their peers 	<ul style="list-style-type: none"> Continue to develop the role of the ambassadors for 2023-2024.
<ul style="list-style-type: none"> Half termly after school clubs such as football, dodgeball and handball. 	Sports clubs facilitated were football, dodgeball, multi skills and handball.	Continue to offer clubs that are physically active and of unique opportunities. Pupil and parent voice to ascertain preferences for clubs.
<ul style="list-style-type: none"> Sports day activities undertaken in Key Stages 	<ul style="list-style-type: none"> Sports day promoted enjoyment for competitive and potted sports Children gained certificates for participating in the activities Parent and pupil voice and feedback indicate that children enjoy active sports. 	<ul style="list-style-type: none"> Continue to facilitate sports day Develop school to school or city sports competitions.

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£0
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24 (16,000 + 136 x 10) Jan 2023 census	£17,361
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 17,361

Swimming Data (2023 Summer)

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?</p> <p>N.B. Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023.</p> <p>Please see note above</p>	77%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	62%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	46%
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	No

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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	Impacts and how sustainability will be achieved?	Cost linked to the action	
Use of qualified coaches to teach specialist P.E sessions and to work with staff to improve outcomes for pupils.	All staff (teachers and teaching assistants) have improved skills and confidence	K11: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<ul style="list-style-type: none"> Teachers show increased confidence in teaching P.E. Confidence gained by staff to understand the skills and knowledge taught and are able to facilitate into their own teaching. Teachers have gained confidence and knowledge in different types of dances. Teachers have increased knowledge of teaching gymnastics. 	Junior Jam £7000 (32 WKS)	
Purchase Get Set4P.E scheme	All staff (teachers and teaching assistants) have improved skills and confidence			Annual Subscription £550 Staff meeting: £250 Subject leader release time: 2 x 150 = £300	
Specialist coach for gymnastics and dance – to work with staff to improve outcomes for pupils	Teachers have increased confidence, knowledge and skills to teach gymnastics and dance.			SH Active Sports Summer term: 12 WKS x 240 = 2880	
Develop the role of P.E subject Lead: <ul style="list-style-type: none"> Attend NST networks Monitor P.E provision for whole school, including provision for SEND 	P.E lead increased confidence in leading across school P.E lead subject knowledge and able to monitor the provision of P.E			P.E lead confidence in leading the subject. P.E lead able to write progression of skills and knowledge for whole school including SEND	Subject leader release time: 3 x 200 = 600

Action – what are you planning to do	Who does this action impact?	Key indicator	Impacts and how sustainability will be achieved?	Cost linked to the action
Introduce lunchtime and playtime sport sessions/activities for pupils	Sports coach to lead sessions at lunchtime twice a week. Teaching assistants to role model and engage in purposeful active play	K12: The engagement of all pupils in regular physical activities	More pupils meeting their daily physical activity goal of 30 mins per day More children engaging in physical activities	Lunchtime coach for 2 clubs 12 x 80 = 960
Provide affordable subsidised after school extra-curricular sports sessions	Sports coach to lead Zorbing, trampette clubs and gymnastics		More pupils engaging in physical activity for after school clubs	Afterschool coach for 2 clubs 12 x 80 = 960
Develop Sports Ambassadors to support active playtimes and clubs.	Y5/6 children (12) training Rota for Sports leaders facilitating activities	K13: The profile of PE and sport is raised across the school as a tool for whole-school improvement.	<ul style="list-style-type: none"> • More pupils are physically active during break times and lunchtimes • Pupils are able to plan activities that are engaging and build on their independence skills • Pupils will apply their skills gained from the Bullies Out training – pupils will state that playtimes are happier and safe. • Pupils will gain confidence and self-esteem raised for themselves and their peers • Promote responsibility and teamwork through child led sport activities • Children able to demonstrate leadership skills 	Resources for playground: £600
Olympic Athlete to facilitate whole school session, to inspire and motivate children to be active.	Whole school sponsorship initiative Whole school assembly to introduce and motivate Whole school 8 x 20 mins session		Pupils benefit from the opportunity to meet top-level athletes and hear their stories of motivation Pupils are encouraged to show perseverance to improve throughout sport sessions	No cost to school – money raised through sponsorship.

Action – what are you planning to do	Who does this action impact?	Key indicator	Impacts and how sustainability will be achieved?	Cost linked to the action
Develop the role of Forest Schools Leader	<ul style="list-style-type: none"> Identified staff member to have Forest Schools training Attend Forest schools' network (NST) Visit HW as an inspiration for Forest Schools model. Forest School Club in KS (half termly) 	KI4: Broader experience of a range of sports and activities offered to all pupils.	<ul style="list-style-type: none"> Children who attend the forest schools club show increased confidence and have developed their self esteem Children are able to co-operate with each other and have increased their social skills. 	Forest school leader release time: 3 x 150 = £450 Forest School equipment: £1000
To improve outdoor play and learning by introducing 'Play Literacy' (based on OPAL play principles) <ul style="list-style-type: none"> Source Loose parts resources Purchase Loose parts resources 	All children in school will have access to the 'play literacy' approach during play times and lunchtimes. All staff to have training on Loose Parts play		<ul style="list-style-type: none"> Pupils play more deeply, plan their play and regulate their needs and social relationships ore skillfully Improved equality of play for all pupils (EAL, SEN, PP) High level of engagement leading to a reduction in inappropriate behaviour Pupils become confident risk takers and problem solvers 	Outdoor Radios 2 x 150 = £300 (try donation first) Source tyres, crates, cable reels, planks of wood, drainpipes. Tarpaulins for covering equipment Playground equipment: £1000
Continue to offer a wide range of activities; <ul style="list-style-type: none"> after school clubs that are varied and give children opportunities to experience and enjoy. Balance-ability 	Clubs offered to all children in school including SEN and PP EYFS and Y1 selected children to participate in balance-ability		Pupils experience new sport and experiences – Zorbing, Trampette, gymnastics, forest schools Children develop gross motor and core balance – building on confidence and competence.	No cost to school – included in the after-school club offer Balance-ability part of EYFS and Y1 intervention – run by EYFS TA.

Action – what are you planning to do	Who does this action impact?	Key indicator	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>For pupils to have access to competitive sports and events to develop their skills and learn the important life skills of winning & losing whilst displaying sportsmanship at all times (including Inclusion events)</p>	<ul style="list-style-type: none"> • Prepare children for competition emotionally and physically to ensure their enjoyment • Utilise the opportunities to take part in a variety of enrichment competitions – i.e. Sports Day <p>Engage more staff/parents/ volunteers and children to support attendance at events such as Sports Day.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">K15: Increased participation in competitive sport</p>	<p>Pupils with additional needs have the opportunity to attend events, allowing a more diverse range of school community to participate</p> <p>Pupils understand good sportsmanship in a competitive environment Pupils develop tolerance and the ability to control their emotions and responses to not coming first in track and field events.</p>	<p>Medals £150</p>
			<p>Pupils learn to congratulate winners and reflect on how to improve next time.</p> <p>Pupils accept challenges, understand rules and how to abide by them,</p> <p>Children learn to accomplish goals which boosts self-confidence, self-esteem and pride.</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.

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?	%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Use this text box to give further context behind the percentage.</i>
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/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:	
Head Teacher:	<i>Shewley Choudhury</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Samir Khan (P.E Lead – new to role) and Shewley Choudhury</i>
Date:	<i>January 2024</i>

