



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)

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

Activity/Action	Impact	Comments
Development of healthy active lifestyles through expansion of delivery of ready set ride (balance bikes).	57 pupils completing ready, set ride balance and progressing onto ready set ride pedal.	Pupils will continue to access resources during break and lunchtimes supported by sports coach as they continue their development progressing onto Bikeability.
Active lunchtimes A key focus was to increase physical activity, uptake of all pupils in school, ensuring that pupils were reaching their daily targets.	99% of all pupils took part in a sporting fixture during the midday break.	Sports coaches delivered a variety of sporting competitions and fixtures, engaging pupils in competitive sporting opportunities. The playground was zoned into different sections, with new playground markings where pupils could move freely, choosing which activities to participate in.
Extracurricular sports clubs To offer a broad and enriching sporting experience to all pupils.	30 free to access sports clubs were delivered as part of our extracurricular provision, In total 480 free places were offered out in extracurricular sports clubs with 99% of	Sports coaches delivered a variety of extracurricular sports clubs, these were linked to our curriculum offer, and also

<p>Awarded Gold school games award.</p> <p>Increase participation in competitive sport.</p>	<p>places allocated.</p> <p>Continued partnership with School, going organizer and local sporting partnerships partnership.</p> <p>126 Pupils were given opportunities to represent the school in competitive level two competitions.</p>	<p>ensuring that a greater depth of knowledge and skills were required to all pupils, regardless of age, gender, and ability.</p> <p>A focus was given to increasing participation on targeted groups. Female participation was up by 117% with 52 girls accessing competitive sports and 31% on SEND pupils from 21/22.</p>
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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 to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>Deliver lunchtime sport sessions/activities for pupils.</i></p> <p><i>Purchasing of new equipment to support sports sessions and activities.</i></p>	<p><i>Lunchtime supervisors / teaching staff, coaches - as they need to lead the activity.</i></p> <p><i>pupils – as they will take part.</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 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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p>	<p><i>£10,000 costs for sports coaches to support lunchtime sessions and resources.</i></p>

<p>CPD for teachers.</p>	<p>Primary generalist teachers. Pupils – as they will take part.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</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>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers 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.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</i></p>
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<p><i>Provide additional Extracurricular sports/activities for pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i></p>	<p><i>More pupils meeting their daily physical activity goal, providing equal access for more pupils to encouraged in play and Sport Activities. Promotes inclusivity but also creates a more diverse and enriching extracurricular program that benefits all students in the school community.</i></p>	<p><i>£5000 costs for sports coaches to deliver activities and resources.</i></p> <p><i>£1800 membership cost King Edward School Sport Partership.</i></p>
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<p><i>Provide additional sporting festivals and competitive opportunities pupils.</i></p>	<p><i>Sports coaches - as they need to lead the activity.</i></p> <p><i>Pupils – as they will take part</i></p>	<p><i>Key indicator 2: Engagement of all pupils in regular physical activity.</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 5: Increased participation in competitive sport</i></p>	<p><i>Introducing children to sports at a young age can foster a lifelong love for physical activity and fitness. They may be more likely to continue engaging in sports and other physical activities as they grow older.</i></p> <p><i>Success in sports can boost a child's self-esteem and confidence. Even participation itself can help children feel a sense of achievement, regardless of results. Encouraging pupils to explore various sports increases the likelihood that they will continue to engage in physical activities throughout their lives, promoting a lifelong commitment to fitness and well-being.</i></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>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>0%</p>	<p>At Prince Albert Primary School, we take great pride in our commitment to providing a comprehensive Physical Education (PE) curriculum. As part of this commitment, our students have been actively participating in swimming lessons during KS2. While we acknowledge the challenges faced by our current cohort, we remain dedicated to ensuring their success in the water.</p> <p>Key Points:</p> <ol style="list-style-type: none"> Initial Challenge: Our Year 6 students encountered difficulties in achieving swimming competence, confidence, and proficiency. None of our pupils have demonstrated the ability to swim 25 meters. Contributing Factors: Many pupils had never been exposed to swimming prior to joining our school. This lack of prior experience impacted their progress in acquiring essential water skills. Financial Constraints: The inflated cost of transportation limited regular access to swimming facilities for some students. Families faced financial constraints, affecting overall participation and proficiency. Local Pool Availability: The limited availability of pool space at local leisure centres further exacerbated the situation, resulting in reduced

		<p>opportunities for consistent and comprehensive swimming instruction.</p> <p>Our Positive Approach:</p> <ul style="list-style-type: none">• Intensive Swimming Model: To address these challenges, we implemented an intensive swimming program aimed at enhancing water safety and building confidence among our students.• Continuous Efforts: While the initial results show that none of our pupils have reached the specified proficiency level, we remain committed to continuous improvement. We recognize the importance of making our swimming program more accessible and inclusive for all students.• Innovation and Strategies: Moving forward, we are actively exploring innovative solutions and strategies to overcome obstacles, including developing our intensive teaching model using specialist swimming teachers at Ladywood Leisure Centre. Our goal is to ensure that a higher percentage of our Year 6 cohort can swim competently, confidently, and proficiently over the prescribed distance. <p>We firmly believe that with perseverance and adaptability, our students will thrive in the water, equipping them with essential life skills for the future.</p>
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<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>2%</p>	<p>Embracing Challenges: Our students in KS2 are embarking on a journey to master swimming strokes, and we're excited about the progress they'll make considering the obstacles listed above.</p> <p>Focused Efforts: Despite initial obstacles, we're committed to enhancing our swimming program, providing targeted support using our intensive teaching model, and exploring innovative teaching methods using the Swim England School Charter resources.</p> <p>Safety and Confidence: Our goal is to equip our students with comprehensive swimming skills, fostering water safety awareness and boosting their confidence in the water. We're proud to share that we continue to utilize the Swim England School Charter resource and continue to collaborate with local partners in our efforts to achieve this. This valuable resource and calibration focus on safety, skill development, and confidence-building in the water. By embracing this approach, we're ensuring we're fostering essential skills, building confidence, and prioritizing safety in the water.</p>
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</p>	<p>Our current Year 6 cohort's proficiency in safe self-rescue across various water-based scenarios varies based on the levels defined by Swim England School Charter resources. We diligently assess pupil progress against this scheme of work. This ongoing assessment ensures that our students continue to progress and develop their water safety skills and self-rescue abilities. By closely monitoring their progress, we can tailor our teaching methods and interventions to meet individual needs and foster a strong foundation in aquatic safety.</p> <ol style="list-style-type: none"> Level 1 (51%): Most students have mastered the basic skills necessary for safe self-rescue in simple water scenarios, demonstrating a foundational
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		<p>understanding of water safety principles.</p> <ol style="list-style-type: none"> 2. Level 2 (37%): A significant portion of students can perform safe self-rescue in more complex water situations, reflecting increased competency and confidence. 3. Level 3 (10%): A smaller percentage of students have achieved an advanced level of self-rescue proficiency, indicating a higher skill level in handling challenging water-based scenarios. 4. Level 4 (2%): A small but noteworthy percentage of students have reached a high level of self-rescue competency, showcasing exceptional skills required for personal safety in diverse water-based situations. This is akin to the Swim England School Swimming and Water Safety Award 4, which involves jumping into the water, performing a sequence of changing shapes while floating, and swimming distances with feet off the pool floor¹.
<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>While our school’s swimming data may currently fall below national expectations, we’ve taken a strategic approach to address this challenge. Instead of utilizing the Primary PE and Sport Premium for additional top-up sessions, we’ve significantly increased our financial commitment to the swimming program. Our dedication to improving the overall aquatic experience for our students includes doubling participation access in KS2, enhancing safety skills, and accessing the Swim England’s Commonwealth Games Legacy project. This fund has enabled as to provide access to free swimming lesson vouchers at local leisure centers to continue to develop their swimming proficiency, we’re ensuring that our students in KS2 have ample opportunities to enhance their water safety skills and build confidence in aquatic environments. Our commitment remains unwavering as we strive for continuous improvement and valuable</p>

		opportunities for all our pupils.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	Our school is dedicated to enhancing the knowledge and confidence of our staff in teaching swimming and water safety. To achieve this, staff have successfully completed the Swim England Assistant and Teacher of School Swimming Award . This professional development initiative underscores our commitment to equipping our educators with the essential skills and expertise necessary for effective swimming lessons.

Signed off by:

Head Teacher:	<i>Mrs Sumayya Patel</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Ayaz Vohra (PE Lead)</i>
Governor:	<i>Jon Davies</i>
Date:	26/04/24