



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

2023/24



**GREENWOOD
ACADEMIES TRUST**

Commissioned by



Department
for Education

Created

Additions 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

In line with the requirements contained within last years national PE & Sport premium template, at the end of last academic year we reviewed our spend and key achievements. We then complete the Next steps and sustainability column on last years' version of the National PE and Sport premium template. One key purpose of this exercise was to inform and support our planning and spend for this academic year. Based on this review please now see our current plans and spend below.

Academic Year: 2023/24

Date Updated: 1/7/24

Budget Summary for 2023/24

Underspend (Figure carried forward) - £0.00
 2023/24 Premium - £18,010.00

Total Funding Available - £18,010.00

Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).



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?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action
<p>Support staff CPD needs – revisit staff CPD needs and provide support from PE lead</p> <ul style="list-style-type: none"> Informal discussions with staff PE learning walks to help identify needs Ensure future actions support physical activity requirement, recommendations contained in the Department for Education Guidance. Ensure that CPD is cascaded to new staff PE lead to monitor impact to CPD. Assessments 	<p>PE Lead Class teachers Whole school pupils</p>	<p><i>Key indicator 1</i></p>	<p>Impact/outcome for children Children following up to date Safe-Practice modelled by teachers Children engaged in more effective, enhanced provision from upskilled staff making PE lessons more enhanced and high quality. Improved challenge, engagement and opportunities across all pupils</p> <p>Impact/outcome for staff Enhanced subject leadership cascading to whole school staff Clearer understanding of the updated National Outcome Indicators Teachers – increased confidence, knowledge and understanding to deliver more effective PE lessons Greater understanding of simple, practical activities to support the development of children’s well-being Appropriate CPD for teachers requirements.</p>	<p>£0 (part of PE subject leadership role)</p>
<p>Gather staff CPD.</p> <ul style="list-style-type: none"> Discussions/audit with staff to support CPD. PE coordinator to use resources from Allison Consultancy to ensure sustainability. Identify if there are enough resources to support high quality teaching 	<p>PE lead Class teachers Whole school pupils</p>	<p><i>Key indicator 1</i></p>	<p>Evidence PE lead confident in leading subject - Staff approach PE lead regularly. Staff voice/Discussions with staff Learning walk information – Staff all aware of what makes a good PE lesson. Lessons plans available STEP framework shared to encourage staff to consider all learners. Support provided for teacher assessments GAT Membership purchased. Impact seen by PE lead in PE sessions.</p>	<p>£0 (part of PE subject leadership role)</p>
<p>Assessment and progression</p> <ul style="list-style-type: none"> PE lead to provide support for staff, especially new staff on the use of PE Assessment. Review curriculum map STEP training to enhance and develop sessions for all SEND pupils so every success is accessible to them. 	<p>PE lead Class teachers Whole school pupils</p>	<p><i>Key indicator 1</i></p>	<p>Impact seen by PE lead in PE sessions.</p>	<p>£0 (part of PE subject leadership role)</p>

<p>GAT membership package of support Purchase membership of TRUST PE CPD and Sports Programme. Support to include:</p> <p>Allison Consultancy to plan and deliver Professional Learning Sessions and provide resources for PESSPA</p> <p>3 x Central TRUST PE Co-ordinator Network Development Days</p> <p>Support to include:</p> <ul style="list-style-type: none"> • Updates and guidance on latest national and Trust requirements • PE & Sport Premium - DfE Conditions of Grant and national guidance / Ofsted information • PE & Sport Premium – new national template and planning • Review and update of PE & Sport Premium and PE Curriculum Sections of the website • Website compliancy review • GAT Website Audit (PESSPA Section) • Ofsted Subject Report • New opportunities – practical: 'Developing Leadership & Team-Building through dance' • Data collection Resources for PE & Sport Premium • Equipment & Resources review of safe practice – meeting compliancy • Safe-guarding • Health and Safety Updates • Sharing of best practice • PE Lead to continue to attend PE training days and liaise with Senior Leaders and staff • Access to Sport Plan (12000 lesson plans) <p>1 x In-school day of support as part of TRUST Membership</p> <ul style="list-style-type: none"> • (24/6/24) Active playground leaders • Sports leaders trained to deliver more effective playtimes. 	<p>PE Lead</p> <p>21 x Active leaders (Y4 children) supporting predominately KS1 playtimes)</p> <p>MDSA</p>	<p><i>Key indicator 1</i></p> <p><i>Key indicator 1, 2, 3</i></p>	<p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Enhanced opportunities for healthy exercise • Children engaged in enhanced, more effective PE lessons • Children engaged in more effective, enhanced PE provision from upskilled staff • All children involved in more regular, healthy, sustained, vigorous physical activity in PE • Enhanced quality of learning • Improved challenge and engagement across all pupils • Leads to greater pupil progress and attainment in PE against national, age-related expectations <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Enhanced subject leadership • Increased awareness of the national PE & Sport Premium Web Reporting and Action Plan Template • Clearer understanding of the updated National Outcome Indicators • A more focused action plan to enhance standards of provision incorporating greater sources of evidence and increased impact / outcome statements for both staff and children • New, enhanced Long and Medium Term Plans in place to support enhanced teaching and learning for staff and children in PE using new lesson plans – increased confidence, knowledge and understanding to plan and deliver more effective PE lessons that engage children • Staff upskilled to deliver enhanced provision in PE lessons • Sustainability: new resource in place and can be used year on year • New schemes will support staff to plan and deliver more effective PE lessons <p>Evidence</p> <ul style="list-style-type: none"> • Membership purchased • Central Development Days attended, resources archived in central planning files. 	<p>£ 2500</p>
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<p>Develop a Healthy Active Engagement Program to encourage more children to engage more regularly in additional physical activity opportunities</p> <ul style="list-style-type: none"> Revisit LTP and MTP to include pupil and staff audits. Provide opportunities to make the curriculum broad and balanced. 	<p>Whole school children Class Teachers Support staff.</p>	<p>Key indicator 2</p>	<ul style="list-style-type: none"> Bespoke support day with Karen Breen – Active playgrounds Equipment purchased to support teaching of gymnastics. Discussions with staff and children Costed, 2023/24 PE and Sport Premium Plan in place Template on website and web-compliant PE Learning walks data Staff/pupil Voice data Assessment data 	<p>£0 (part of PE subject leadership role)</p>
<p>Engage JB specialist sports coached to extend physical activity opportunities</p> <ul style="list-style-type: none"> Safeguarding/Quality assurance: All DBS compliant. Safe practice. On going monitoring. Teachers & TA's present in all lessons. 	<p>Whole school pupils</p>	<p>Key indicator 2,4</p>	<p>Impact/outcome for children</p> <p>Improved engagement in classroom and PE lessons Enhanced behaviour across lessons Experience and understanding of rules and scoring systems Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship Increased children's confidence Awareness of the importance of physical activity and health Experience sense of well-being and the feeling of achieving their best Experience of gaining awards and certificates and the feelings of achievement Increased engagement in teamwork and exercise Improved concentration in lessons Increased sense of belonging and engagement in whole school life Children having more opportunities to think, discuss, evaluate and plan whilst they are moving Development of the whole- child (personal and social skills)</p>	<p>£15580 JB External coaches £110 per week (2 x Lunch and 2 x Afterschool Clubs) 37.5 weeks = £4125</p>
<p>Provide additional lunch time and after school clubs.</p> <ul style="list-style-type: none"> Provide a range of clubs to offer all children to attend at some point throughout the year. 	<p>Whole school pupils</p>	<p>Key indicator 2, 4</p>	<p>Impact/outcome for staff</p> <p>Greater understanding of how PE & Sport Premium can support achievement of whole-school priorities and outcomes for children Pedagogy in classroom developed to engage children in healthy, active learning Greater understanding of role competition can play in development of whole child Sustainability – Teaching Staff able to deliver competitive sport / physical activity with their children in lessons</p>	
<p>Target vulnerable groups, non-engagements, pupil premium and SEND.</p> <ul style="list-style-type: none"> Enter into GAT/ JB sports tournaments/ SEND panathlon. 	<p>Vulnerable learners</p> <p>Key stage 2 children.</p>	<p>Key indicator 2</p> <p>Key indicator 2</p>	<p>Evidence LTP and MTP revisited regularly</p>	

<p>Provide opportunity for participation in swimming sessions</p>	<p>Whole school pupils Teachers.</p>	<p><i>Key indicator 3</i></p>	<p>Sports coaches engaged and joint learning walks with JB management Participation of tournaments and clubs register. Pupil/staff audit results. Equipment purchased. HLTA training in Yoga.</p>	
<p>Strategical approach with focus on well being.</p> <ul style="list-style-type: none"> Promote a positive atmosphere around the subject of pe. Promote healthy lifestyles. 	<p>Whole school pupils</p>	<p><i>Key indicator 3</i></p>	<p><u>Impact/outcome for children</u> Whole school activities supporting health and wellbeing – Incorporate the outdoor environment. Children have access to cross curricular links to develop personal and social skills. Increased awareness of the wide range of different types of healthy activity Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Additional sport opportunities available Increased number of children participating in school sports clubs.</p>	<p>£0 (part of PE subject leadership role)</p>
<p>Support whole school development of enriching children's vocabulary</p> <ul style="list-style-type: none"> Links made to whole school values. CHAT mantra Key vocabulary skills document showing progression . 	<p>Whole school pupils.</p>	<p><i>Key indicator 3</i></p>		
<p>Support whole school development of English and Handwriting (Teacher handwriting scheme)</p> <ul style="list-style-type: none"> Promote development of core strength through warm ups. 		<p><i>Key indicator 4</i></p>	<p><u>Impact/outcome for staff</u> Teachers to utilise resources at key pinch points throughout the day. Move off and think/Bursts of physical activity reinvigorate pupils and prepare them to re-engage with learning across the curriculum Support with all learner groups.</p>	
<p>Gather pupils voice</p> <ul style="list-style-type: none"> Provide opportunities that children might not usually experience. Identify links with local community. 	<p>Whole school pupils. PE lead</p>	<p><i>Key indicator 4</i></p>	<p><u>Evidence</u> Sport for school athlete visit to promote school values and mantra Pupil & staff voice. Learning walk Updates from PE lead. Good phonics, KS1 & KS2 attainment data Letter formation development</p>	<p>£0 (part of PE subject leadership role)</p>
<p>Make PE inclusive</p> <ul style="list-style-type: none"> Continue to extend competitive opportunities from within the PE Curriculum itself so competitive opportunities become more inclusive are 			<p><u>Impact/outcome for children</u> Increased awareness of the wide range of different types of healthy activity available</p>	

<p>increased and available to all</p> <ul style="list-style-type: none"> • PE Lead to ensure staff are supported to provide competitive opportunities in PE lessons so competition is available to all children • Give all children more opportunities over the school year to experience competitive opportunities • Ensure all staff carry out their own mini competitive activity at the end of at least 2 PE Units of Work over the year • Competitions must involve ALL children <p>Participate in inter/intra school competitions.</p> <ul style="list-style-type: none"> • Engage in TRUST and local Cluster competitions • Look at triangulation events / mini-festivals • Look at competition opportunities for children that don't usually get to represent the academy • Coach to work with children before events come up <p>Sports day/week.</p> <ul style="list-style-type: none"> • Include track and field events to support inclusivity. • <p>Celebrate engagement and achievement.</p> <ul style="list-style-type: none"> • Ensure individuals and teams are celebrated within assemblies for children who have: <ul style="list-style-type: none"> ✓ taken part in competitions • Staff should acknowledge their success in any competitive activity in PE lessons e.g. for: <ul style="list-style-type: none"> ✓ team work ✓ leadership ✓ fair play ✓ improved confidence ✓ physical ability ✓ learning a new skill ✓ showing resilience ✓ displaying focus and concentration ✓ encouragement of others 	<p>PE lead. Whole school pupils Class teachers.</p> <p>PE Lead Whole school pupils</p> <p>PE Lead Whole school pupils</p>	<p><i>Key indicator 5</i></p> <p><i>Key indicator 5</i></p> <p><i>Key indicator 5</i></p>	<p>Increased opportunities for healthy activity available Increased engagement in exercise Increased understanding of the benefits of exercise for health Improvement in sense of health and well-being Increased participation by children who normally don't engage with sporting / physical activity opportunities Increased number of children enjoying taking part in school clubs Children are accessing structured, active games during lunchtimes Class sets of equipment available to ensure a high quality to PE and a range of activities are available Equipment available to ensure children can access active lunch times. More children able to access equipment at lunch time and be involved in active lunches Provision of lunchtime play zones with equipment, and professional development of MDS. (Year 6 play leaders not possible until bubbles can mix)</p> <p><u>Impact/outcome for staff</u></p> <p>Children more stimulated for learning in the classroom. Teachers – increased confidence, knowledge and understanding to deliver more effective PE lessons Greater understanding of simple, practical activities to support the development of children's well-being</p> <p>Impact / Outcomes for staff:</p> <ul style="list-style-type: none"> • Sustainability – Teaching Staff able to deliver competitive sport / physical activity opportunities for their children in lessons <p><u>Leading to the following outcomes, <i>accessible by all children.</i></u></p> <ul style="list-style-type: none"> • Experience of competition against self and others • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence • Enjoyment of sport across the school 	<p>£360 (JB Interschool Sports)</p>
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			<ul style="list-style-type: none"> • Opportunities to participate in a wider variety of activities • Awareness of the importance of physical activity and health • Socialisation with other children from other schools / backgrounds • Experience of sense of well-being and the feeling of achieving their best <p>Evidence</p> <ul style="list-style-type: none"> • Participation in GAT Trust / Northamptonshire SSP Competition • Competition Programme Summary Sheet • PE Units of Work developed to include competitive opportunities • New Sports and physical activity competitive opportunities in place • Participation Registers • Resources to plan and deliver programme • Fortnightly celebration assemblies 	£80 (Student Travel)
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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>Children received 2 hours of high quality Physical activity each week.</p> <p>Utilised external coaches to secure consistency and to upskill school staff.</p> <p>Opportunities provided for inter and intra-based competition, as well as SEND panathlons.</p> <p>PE Maps assessment framework implemented and assessments carried out by teaching staff.</p> <p>Links made with cross curricular subjects – PSHE, English, Maths and Science, skills builder.</p> <p>Swimming and water safety for all key stage 2 children provided.</p> <p>Equipment purchased to ensure high quality PE is being taught.</p>	<p>Children are subject to a broad and balanced curriculum, providing children with high quality Physical Education.</p> <p>Staff confidence, knowledge and skills in teaching PE and sport is improved and more accountability.</p> <p>All children whether in SEND, PP groups, boys or girls are encouraged to participate. Opportunities provided across the year in different skills, competitions and clubs.</p> <p>Children recognised in the areas of physical activity, personal, cognitive and health. - Opportunities to participate in PE can help support academic achievement.</p> <p>Children have had access to swimming sessions to improve water safety, benefiting children especially on the East coast.</p>	<p>We have a clear PE intent statement which matches what is being taught within our PE curriculum. Effective links made with whole school values.</p> <p>Children having a growing awareness of our PE CHAT mantra.</p> <p>There is a positive atmosphere around PE across the different year groups.</p> <p>All groups of children are supported in PE lessons and our academy will continue to provide a range of new sports and activities to promote high levels of engagement and enjoyment.</p>

Budget Summary as of 1/7/24

Total Funds (Including any underspend)	-	£18,010.00
Total Spend so Far - Identified in Plan ('Blue' figures)	-	£20,145.00
Left to Spend	-	£0 (Supplemented by £2735 from main budget)

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?	29%	We have only been able to send the Y6 children to the swimming pool for 1 Term due to their closure and availability. Therefore, pupils have not been able to access as many lessons as initially intended. For next year we are intending to have access to a Pop up pool on site in Term 4.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	62%	This percentage are accessing a good 15m in front crawl and back crawl. Having had another term at the pool they could potentially reach the 25m target

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	29%	The children who reached the 25m were competent in the safe self rescue.
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	Due to pool availability top up swimming could not be timetabled in.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	JB coaches are used to teach swimming. They are specifically trained swimming instructors. Our teaching staff are they to support children on pool side.

Signed off by:

Head Teacher:	(Name)
Subject Leader or the individual responsible for the Primary PE and sport premium:	Alison Marwood Class teacher, PE and Sport subject leader
Governor:	Jamie Kilner GAT PE and Sport
Date:	1.7.24