



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
Key Indicator 1 – Engagement of all pupils Purchase an up-to-date scheme (PE Hub) to ensure the engagement in outdoor games is high. Include learning different outdoor games (both with and without equipment) as part of our PE programme. Sports Ambassadors to receive 'play leader' training and then lead games at two lunchtimes per week from Sept 22. Introduce a system of daily boxes for outdoor equipment to enable all age groups to benefit a range of activities. Continue to make outdoor equipment available to vulnerable SEN pupils for heavy muscle work and as an alternative to some activities within the PE lessons.	Up-to-date scheme purchased. P.E Long Term Map updated to include a range of outdoor games. Teaching by teachers not yet fully using scheme in 2022-23. Monitor impact at the end of Autumn Term 2023. Play Leader Training postponed until Autumn 2023. More equipment being used. Children keenly run to the box to see what's in it. Different age groups are playing with different equipment. Outdoor equipment used daily throughout the day for heavy muscle work and as an alternative to P.E lessons. Children more willing to come into school on P.E Days and participate in some form of physical activity.	P.E Scheme to be used to teach all P.E units apart from FS2, Y1/2 Indoor Units (Gym and Dance Coaches employed). P.E planning, teaching and assessment monitored. Check progression against Progression Map. Sports Ambassadors to lead games at two lunchtimes per week once training has been completed. Check contents of boxes to ensure a range of age appropriate equipment for all children. Purchase more robust, environmentally friendly equipment where possible. Continue to educate all children about putting equipment away. Continue to offer an alternative to P.E lessons to those children who need it. Monitor participation in lessons and attendance at school on P.E Days.

<p>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement</p> <p>Sign up to our regular tournaments to ensure we cover a range of different sports across the year groups.</p> <p>Ensure children are given appropriate training before they participate in events.</p> <p>Increase our provision of ‘friendly’ football matches with other local schools.</p> <p>Ensure time is made available for girl-only football.</p> <p>Girls encouraged to attend sports clubs.</p> <p>Girls included where possible in competitions and training to develop their confidence.</p> <p>Reapply for the School Games Award in 2022/23 when the applications open in May 2023. To aim for at least Bronze Standard.</p> <p>Consider the use of scouting as a tool for encouraging outdoor learning in KS2.</p>	<p>Tournaments entered in: football (girls/boys) cricket (girls/boys) athletics, cross country and rugby.</p> <p>Predominantly KS2 tournaments but some Year 1 and 2 tournaments for football for both boys and girls. More girls were keen to play in previously boy dominated tournaments e.g. Football and cricket.</p> <p>Friendly football matches organised. A large number of KS2 children played in them and were keen to play more. Sportsmanship improved during these friendly fixtures.</p> <p>Wednesday playtimes continued to be protected as ‘girl only’ football sessions. Girls Football Training was provided for KS1 and KS2 on Monday Lunchtimes.</p> <p>More girls were keen to play in friendly/competitive football fixtures. Some girls (up to 5) also felt confident enough to join in with boys playtime football matches in Summer 2023.</p> <p>Not applied for in 2022/23.</p> <p>Discuss and ideas shared with KS2 Staff.</p>	<p>Update the tournament planner to match the P.E Long Term Map.</p> <p>Ensure attendance in 2023/24 at all tournaments entered for 2022/23.</p> <p>Develop links to continue to offer friendly football matches to children from Year 1 to Year 6, including both boys and girls.</p> <p>Consider keeping this provision.</p> <p>Apply in 2023/24.</p> <p>Scouting/ outdoor learning to be discussed with new members KS2 staff in Autumn 2023.</p>
<p>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport</p> <p>External training for KS2 in the teaching of gymnastics.</p> <p>KS1 teachers to observe lesson taught by a visiting coach in school.</p> <p>Review our Gym progression map to ensure teachers are confident in the content and in the safety practices required.</p> <p>Staff to observe coaches teaching new areas e.g. Tri Golf, Health Related Fitness and try teaching some of these lessons themselves. Staff to be observed by coaches or P.E Coordinator and feedback provided.</p>	<p>KS2 staff know how to teach safely different aspects of gymnastics from the Gym Progression Map.</p> <p>Lessons observed. Organisation of equipment and children throughout lesson was noted.</p> <p>Not done for 2022/23. MNR did not teach any of the new units from P.E Hub.</p>	<p>With change of Y3/4 staff, ensure that the new staff team are able to deliver confidently the relevant gym units from P.E Hub.</p> <p>KS1 staff to observe at least one lesson each short term, including JeS a new member of staff in the team.</p> <p>School staff to be supported in the planning, teaching and assessment of new P.E Hub units.</p>
<p>Key Indicator 4 – Broader experience of a range of sports and activities</p> <p>Update the information folder in reception for local sports clubs and sporting opportunities.</p>	<p>Some information added throughout the year. 1:1 signposting by Office and P.E Coordinator.</p>	<p>Inform families of this folder in a Newsletter.</p> <p>Continue to promote a range of sports through email/fliers.</p>

<p>Keep families up to date with sports opportunities and experiences available to their children locally and within the county.</p> <p>Ensure new equipment is fully utilised both by classes and at break times.</p> <p>Work with local independent schools to secure student support at our wraparound care – this will be targeted at encouraging participation in group games.</p> <p>Invite local coaches into school to offer taster sessions in a range of sports, including minority sports, regardless of gender e.g. Cricket, dance, rugby, archery, Judo etc.</p>	<p>Emails sent to families about sports opportunities and experiences in the local community. Increase in numbers attending Pangbourne Tennis Club Junior Sessions.</p> <p>New equipment has been used a play times and in some P.E Units e.g. Gymnastics and Athletics. With more equipment, the amount of time the pupils are active has improved.</p> <p>Bradfield College Students support our wraparound care (Barn Owls) and have encouraged Tasters in:</p> <p>Tennis (KS1) by Damian Lane Pangbourne Tennis Club</p> <p>Cricket (KS2) by Mark Foster from Berkshire Cricket Foundation</p> <p>Cricket (FS2 – Y6) Berkshire Cricket Foundation</p> <p>Dance/Drama (FS2-Y4)</p> <p>were organised in 2022/23.</p>	<p>Develop use of a range of other new equipment by teachers as they teach units from P.E Hub.</p> <p>Organise similar for 2023/24. Encourage more outside physical games provision by girls as well as boys.</p> <p>Develop this provision for 2023/24. Organise one taster per long term, include Cricket as this Taster Day was unfortunately cancelled due to lack of interest from other local schools at the time.</p>
<p>Key Indicator 5 – Increase participation in competitive sport</p> <p>Continue with a varied programme of sports taster sessions (See Key Indicator 4 for funding allocated)</p> <p>Encourage local clubs to provide some of these to encourage participation in sport out of school.</p> <p>Seek alternative sources of transport to ensure children are able to attend different sporting competitions at different levels.</p> <p>Celebrate participation and taking the opportunity through our school newsletter, website and Celebration Assembly.</p> <p>Arrange and enter competitions which allow</p> <ul style="list-style-type: none"> -more children to compete -girls only or part of a mixed team -different levels of competition <p>(See Key Indicator 2 for funding allocated)</p> <p>Provide training through clubs to ensure all feel confident to compete at inter school competition level as well as intra school competition level.</p> <p>Carryout an Inclusive Health Check 2022/23 from the School Games website.</p>	<p>See Key Indicator 4. Pupils keen to play cricket in school and in inter school matches. Some success e.g. 2nd in Y5/6 Small Schools Cricket.</p> <p>Transport (hired mini bus and driver, donated mini bus and driver and hired coach) enabled children to participate in:</p> <ul style="list-style-type: none"> - KS2 Area Sports - KS2 Football League Group Matches in Ascot - Y2-Y6 Friendly Football Matches <p>Pupils are very aware of sporting opportunities and achievements. They enjoy a regular celebration through Celebration Assembly and having a photo taken for the newsletter.</p> <p>Arrange and enter competitions which allow:</p> <ul style="list-style-type: none"> -more children to compete -girls only or part of a mixed team -different levels of competition <p>(See Key Indicator 2 for funding allocated)</p> <p>Provide training through clubs to ensure all feel confident to compete at inter school competition level as well as intra school competition level.</p>	<p>Contact local clubs to provide a taster session in school and then promotion of the club outside school. Choose sports with current high interest e.g. Cricket, Netball, Basketball.</p> <p>Continue to use Sports Funding to cover transport costs. Consider hiring mini bus and driver from Pangbourne College for smaller teams.</p> <p>Keep the school community informed about sporting participation and success in different ways. Teacher in charge of a sports team to ensure a photo is taken of the team and a short write up is given to HL which can be put on the 'Latest News' section of the school website.</p> <p>Continue to develop this. Identify how to select children for teams so families understand the selection process.</p> <p>Carryout an Inclusive Health Check for 2023/24 in conjunction with a School Games Application.</p>

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>Monitor P.E planning, teaching and assessment using P.E. Hub and bespoke Long Term Map (indoor and outdoor). Check year groups data and progression against Progression Map on P.E hub online resource.</p> <p>Sports Ambassadors to lead games under supervision from Teaching Assistants, two lunchtimes per week once training has been completed.</p> <p>Sports Ambassadors to check contents of boxes to ensure a range of age appropriate equipment for all children. Purchase more robust, environmentally friendly equipment where possible. Continue to educate all children about putting equipment away.</p> <p>Continue to offer an alternative to P.E lessons to those children who need it.</p> <p>Monitor participation in lessons and attendance at school on P.E Days.</p> <p>Sports coach to model 1 x weekly indoor PE session with KS1 staff and build team teaching with Teaching Assistants.</p>	<p>Class teachers</p> <p>Teaching assistants</p> <p>Sports Ambassadors</p> <p>Access to and quality of provision for pupils</p>	<p>Key Indicator 1 – Engagement of all pupils</p>	<p>Class teachers more confident to deliver effective PESSPA supporting pupils to undertake extra activities inside and outside of school. Improved % of pupil's attainment in PE.</p> <p>Performance Management for Teaching Assistants to include supporting Sports Ambassadors in leading games and physical activities.</p> <p>Improved quality of PE curriculum offer for all pupils.</p> <p>More equipment available over a longer period of time to maintain levels of activity to develop better 'active' habits.</p> <p>Profile of Sports Ambassadors is raised.</p> <p>More pupils active at playtimes and more likely to meet their daily physical goal.</p> <p>Involvement in the OPAL Outdoor Play and Learning Programme from Sept 2024 to enhance active outdoor play.</p>	<p>£2724 equipment and resources</p> <p>£5355 coaching staff</p> <p>£450 online training from educational platforms</p> <p>£TBC OPAL costs</p>

<p>Update the tournament planner to match the P.E Long Term Map.</p> <p>Ensure attendance in 2023/24 at all tournaments entered for 2022/23.</p> <p>Develop links to continue to offer friendly football matches to children from Year 1 to Year 6, including both boys and girls.</p> <p>Consider keeping this provision.</p> <p>Apply in 2023/24.</p> <p>Scouting/ outdoor learning to be discussed with new members KS2 staff in Autumn 2023.</p> <p>Maintain teacher led P.E. even with new staff members.</p>	<p>Pupils</p> <p>Class Teachers</p> <p>SLT</p>	<p>Key Indicator 2 – Profile of PESSPA to be raised with whole school improvement.</p>	<p>Children are more prepared for events/tournaments/competitions.</p> <p>Many opportunities to take part in inter competitions with more than just one team (A and B Teams) e.g. Football</p> <p>Teacher led P.E continues to raise the profile of PESSPA.</p> <p>Profile of P.E and Sport support whole school improvement.</p>	<p>£948 Sports competitions</p> <p>£6285 Leadership time for P.E Lead to work with Y5/6 Sports Ambassadors, attend P.E Network Meetings, accompany teams to fixtures, organize events and teams.</p>
<p>With change of Y3/4 staff, ensure that the new staff team are able to deliver confidently the relevant gym units from P.E Hub.</p> <p>KS1 staff to observe at least one lesson each short term, including JeS a new member of staff in the team.</p> <p>School staff to be supported in the planning, teaching and assessment of new P.E Hub units.</p>	<p>Pupils</p> <p>Class Teachers</p> <p>Sports Coaches</p> <p>Families</p> <p>Local community</p>	<p>Key Indicator 3 – Increased confidence, knowledge and skills in teaching P.E. and Sport.</p>	<p>Pupil voice reflects positive attitudes and understanding of value of PESSPA</p> <p>High attendance at sports clubs as show by SIMS registers.</p> <p>Staff Meeting Minutes document positive feedback from P.E Hub online resource for P.E Planning, teaching and assessing.</p>	<p>£450 online training from educational platforms</p>
<p>Inform families of folder in a Newsletter.</p> <p>Continue to promote a range of sports through email/flyers.</p> <p>Develop use of a range of other new equipment by teachers as they teach units from P.E Hub.</p> <p>Organise similar for 2023/24. Encourage more outside physical games provision by girls as well as boys.</p> <p>Develop this provision for 2023/24.</p> <p>Organise one taster per long term, include</p>	<p>Pupils</p> <p>Families</p> <p>Local community</p> <p>Teacher planning</p>	<p>Key Indicator 4 – Broader experience of a range of sports and activities.</p>	<p>Teachers feel resourced and supported to deliver whole P.E Curriculum.</p> <p>Pupil voice reflects value of range of sports taught by in school staff.</p> <p>SIMS attendance club registers monitor attendance at all clubs and ensures staff can target those children who are less active than their</p>	<p>£100 Top Up Swimming Lessons</p> <p>£948 Sports competitions</p>

Cricket as this Taster Day was unfortunately cancelled due to lack of interest from other local schools at the time.			peers. Sports and physical clubs taught by school staff are free to all pupils. Where a cost is incurred, these clubs are subsidised. The Clubs Timetable shows a broader more equal experience of a range of sports and physical activities for all pupils where possible.	
<p>Contact local clubs to provide a taster session in school and then promotion of the club outside school. Choose sports with current high interest e.g. Cricket, Netball, Basketball.</p> <p>Continue to use Sports Funding to cover transport costs. Consider hiring mini bus and driver from Pangbourne College for smaller teams.</p> <p>Keep the school community informed about sporting participation and success in different ways. Teacher in charge of a sports team to ensure a photo is taken of the team and a short write up is given to HL which can be put on the 'Latest News' section of the school website.</p> <p>Continue to develop this. Identify how to select children for teams so families understand the selection process. Carryout an Inclusive Health Check for 2023/24 in conjunction with a School Games Application.</p>	<p>Pupil opportunities</p> <p>Impact on staff leading/ attending events</p> <p>School community</p> <p>Local community</p>	Key Indicator 5 – Increase participation in competitive sport	<p>% of pupils participating in competitions improved, especially those pupils with SEND or a minority group.</p> <p>Increased participation in physical activity, extra-curricular activities and school sport.</p> <p>Pupil voice showed that some inactive children are more active either in school or outside school. Generally, pupils are more engaged and positive about the P.E and Sport offer at Englefield.</p> <p>SIMS attendance club registers monitor attendance at all clubs and ensures staff can target those children who are less active than their peers.</p> <p>Sports and physical clubs taught by school staff are free to all pupils. Where a cost is incurred, these clubs are subsidised.</p> <p>The Clubs Timetable shows a broader more equal</p>	£948 Sports competitions

			experience of a range of sports and physical activities for all pupils where possible.	
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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
<ul style="list-style-type: none"> P.E Hub fully embedded as a planning and teaching resource. Embedded CPD resource has supported understanding of progression particularly in Y5/6. Units offer choice to cohorts which is particularly important when keeping different groups active. P.E resources have been enhanced – more or new have been purchased to enable all children in every P.E lesson to be as active as possible. We now have an OAA map of the school site to use in conjunction with OAA P.E Hub resources. Teacher-led P.E instead of Coach-led P.E. has raised the profile of P.E and sport once again. SIMS is used to monitor attendance at any extra curricular club, including those that are active or sport based. Our extra-curricular offer was varied and included staff-led and coach-led clubs. All staff-led clubs are provided free of charge to all children. Coach-led clubs did incur a fee but some children received subsidised places. Our Monday night sports clubs led by students from Pangbourne College have proved to be popular and successful - our pupils using what they had learnt in inter school competitions e.g. Netball, Rugby and Cricket. Our Sports Ambassadors were more active and committed to their role, particularly showed leadership at Sports Day when leading activities for FS2 and KS1. We signed up to OPAL (Outdoor Play and Learning) for the next 18 months to enhance how the children 	<ul style="list-style-type: none"> A clear 2-year cycle of specific sports provision linked to units on P.E Hub (indoor and outdoor) has improved teacher confidence and enjoyment of teaching P.E. More resources/new resources have enabled the P.E curriculum to be delivered with all children being given the opportunity to be as active as possible. Pupils are now participating better showing higher engagement and positivity. Staff are more empowered and can use their knowledge and skills to teach P.E and Sport effectively. Pupils attendance at extra-curricular clubs is monitored and where necessary personal invitations are given. Nearly all Year 6 pupils have secured swimming objectives; school know all children can keep themselves safe in the water. With training and support, other members of staff have attended sports fixtures successfully. Celebrating sports achievements out of school has prompted others to share achievements. Additional sports clubs led by young sports leaders have proved very successful and have been well received by pupils and parents. More pupils have represented our school in inter school competitions, some for the first time. We have supported children with SEND needs to join in and compete where possible. 	<ul style="list-style-type: none"> Teachers have valued the planning documents available and the teacher guidance. Health related fitness has been embraced by the children and staff in Y5/6 and particularly enjoyed. OAA onsite as part of our P.E. offer has proved successful with good feedback from staff and children. Staff embracing P.E. more – even wearing sports kit to teach P.E lessons! Launch OPAL with the whole school community and with the support of Helen Easton, OPAL Contact and Mentor. Focus on the importance of play – the rights of a child. Sports Ambassadors could be more active in leading games/activities under guidance from our Teaching Assistants. Teaching Assistants are concerned that their role at Lunchtime already includes too much. Development of movement breaks with the whole class to sensory circuits needed next Review sports events attended and decide which ones to attend next year – we can't do everything! Consider re-joining the P.E Network and group WhatsApp to arrange fixtures independently to the School Sport Offer. Use money for OPAL instead. Keep up to date with sports events in the

<p>play.</p> <ul style="list-style-type: none"> • Our approach to swimming has been very successful – xxxxxxxxxxxx • Teaching Assistant have been very supportive to the teacher in charge and enthusiastic in sports competitions. • We have had some good successes in competitions – won football with some great performances in cross country, cricket, athletics • Sharing sports ‘out of school’ achievements in our Celebration Assemblies and monthly school newsletter. For example: horse riding, golf, gymnastics, tennis. • Taster Days were well received. • Attending new events, particularly those offered to us by independent schools or those school involved in the Small Schools Network. • Awarded GOLD School Sports Mark based on a detailed application for Bronze! 		<p>Latest News section on the website. Children to write a short sports report?</p> <ul style="list-style-type: none"> • Ensure sport is an important part of Celebration Assembly fortnightly. Ensure to include minority groups and minority sports. • Ensure the information in this document is shared with the Link Governor.
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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?	91%	<p>Many of our pupils have had private swimming lessons through their school journey. We employ staff at Bradfield College Swimming Centre to teach all children in Y3/4 swimming. After an initial assessment, pupils are placed into groups according to their swimming competence, confidence and proficiency. They receive an intensive block of x hours swimming teaching.</p> <p>Yattenden - Very negative feedback from pupils and parents about spending a term going to lessons – so much curriculum time lost.</p> <p>Surveyed all Year 6 pupils and paid for private lessons for 1. Parents were delighted that the National Curriculum objectives were achieved because we were willing to be flexible in our support to meet need.</p> <p>Have we had any feedback about swimming?</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	91%	All except one pupil can do this. This child has an EHCP....
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	91%	All except one pupil can do this. This child has an EHCP....

<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>Yes/No</p>	<p>X pupils required this and has been very successful. We will continue to use this approach as this is most efficient for our setting and ensures pupils leave Englefield having had the best chance to keep up with NC Standards.</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>Yes/No</p>	<p>Staff observe or support in all swimming sessions. We ran a water safety assembly by external provider for the whole school in the Summer Term</p>

Signed off by:

Head Teacher:	Hilary Latimer
Subject Leader or the individual responsible for the Primary PE and sport premium:	Fiona Carney
Governor:	Zoe Benyon
Date:	31.7.2024