



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
1. Cycling Project	1. Cycling is now embedded into the curriculum as Enrichment, as part of OAA and PE lessons	1. Three new specialist trikes ordered in July will be arriving in October.
2. Pupil voice is used to find out what clubs the pupils would like to see being put on.	2. Pupil voice is now embedded into the club programme with the most popular clubs being put on.	2. Pupil voice has been used this September to determine clubs for the term.
3. Cup Stacking is now embedded as an extra-curricular club, classes also have sets to practice fine motor skills	3. An improvement in pupils coordination and concentration skills.	3. New teachers to be trained this term
4. FA Girls Disney Play and FA Girls SEND Shooting Stars embedded as extra-curricular activities.	4. Pupils are developing an understanding of spatial awareness and teamwork.	4. KS2 pupils to attend a Shooting Stars Festival this academic year.

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
1. Improve the equipment in Soft Play to provide a sensory motor rich environment Soft Play was refurbished 19 th February 2024	1. Pupils in KS1 who will improve coordination, strength, balance as well as improving resilience, self- esteem and confidence	1. Key Indicators 1, 2, 3 & 4	1. More pupils will meet the daily physical activity goal of 30 minutes of physical activity a day. Staff will have more confidence teaching in soft play. 45 staff have been trained on how to use the new Soft Play equipment. Staff can support pupils to improve their strength, balance and coordination and therefore improve their ability to walk.	1. £8000
2. To develop a Sensory/Sport Sanctuary	2.To enable pupils who find it difficult to concentrate for a full lesson the opportunity to refocus and engage in learning	2. Key indicators 2, 3, 4	2. Pupils in KS2 have been provided with objects to help them focus when they have anxiety	2. £1000
3. To introduce sensory circuits to improve pupil's engagement with the day ahead Two staff have been trained Parents have been notified, resources have been planned The Sensory Circuit will started on Monday 19 th	3. Pupils will attend a 6 week block of sessions, teachers will be asked to indicate an area that needs improving. Sensory Circuit now takes place every morning at 9am. The 2 nd cohort of 6 pupil have now started.	3. Key Indicators 2, 3, 4	3. Pupils will be able to engage in lessons and therefore make more progress. Pupils will learn how to interact with the environment, improve sensory input, improve everyday tasks such as getting dressed, improve fidgeting Teachers have reported back that the pupils arrive in class much calmer and more focused to work, There has also been an improvement in behaviour with less	3. £1000

<p>February</p> <p>4. Pupils in KS1 to attend Multi Skills Festival</p> <p>5. Pupils in KS1 and KS2 to take part in a Worcestershire School Games Sensory Walk</p> <p>6. KS2 pupils to attend a School Games KS2 Tenpin Bowling Competition</p>	<p>4. Pupils will gain confidence learning new skills, working in a large sports hall and interacting with pupils from mainstream schools</p> <p>5. Pupils will learn to interact with the outside environment challenging their senses.</p> <p>6. Pupils will learn new skills and explore a new environment</p>	<p>4. Key indicator 1, 3, 4, 5</p> <p>5. Key indicator 1, 2, 3, 4, 5</p> <p>6. Key indicator 1, 3, 4, 5</p>	<p>reported incidents.</p> <p>4. Pupils from 3LS, 5LS & 6LS, attended the Multi Skills Festival at Bromsgrove School. The pupils tried new activities improving coordination and experienced a large busy and noisy environment</p> <p>5. Every class in lower school 2LS-8LS took part in the Sensory walk over 2 months. 7 classes took part at Chads Grove School, one class went to Sanders Park. Pupil's developed there sensory skills including increasing tolerance to different textures including bark and wet leaves. Wellbeing improved with pupils learning to appreciate nature through hug a tree and laying down on the ground and learning to relax and appreciate the canopy of the tree above them. The resources are readily available to use and staff trained to use them</p> <p>6. 4 pupils attended the Ten Pin bowling competition, the team came 2nd overall and one pupil was top pin. This was the first time the</p>	<p>4. £500</p> <p>5. £500</p> <p>6. £200</p>
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<p>7. KS2 pupils to attend a School Games Speed Stacking Festival 30th November</p>	<p>7. Pupils will learn new challenges and take part with pupils from mainstream schools developing social skills</p>	<p>7. Key indicator 1, 3, 4, 5</p>	<p>pupils had been ten pin bowling, they had to learn manage the noisy busy environment as well has learning how to bowl and understand the scoring</p> <p>7. 10 pupils attended the KS2 Speed Stacking Festival. The pupils learnt new skills which they have brought back into school and have been embedded into the Speed Stacking Club</p>	<p>7. £200</p>
<p>8. Two ECT teachers to attend an ECT PE Course</p>	<p>8. The ECT teachers will gain confidence in leading PE, Physical Activity and Sport</p>	<p>8. Key indicator 1, 2, 3</p>	<p>8. Two ECT teachers attended the ECT PE Course, they have gained confidence in leading PE, Physical Activity and Sport In particular orienteering and outdoor activities and dance.</p>	<p>8. £200</p>
<p>9. PE teacher and PE TA to attend a KS2 Pilates Course</p>	<p>9. To gain skills and knowledge to teach Pilates as an extracurricular club</p>	<p>9.Key Indicator 1, 2, 3,4</p>	<p>9. The PE teacher and PE TA are able to teach the principles of Pilates to pupils to improve their strength, balance and coordination</p>	<p>9. £100</p>
<p>10. KS2 pupils to attend the North Worcestershire Panathlon Competition</p>	<p>10. Pupils will gain confidence trying new events, working in a large sports hall, and working in a team</p>	<p>10.Key Indicator 1,3,4,5</p>	<p>10. 9 pupils attended the KS2 Panathlon, they developed their aiming and throwing skills as well as team work, cooperation and listening skills</p>	<p>10.£100</p>

<p>11. KS2 pupils to attend the North Worcestershire Boccia Competition in April</p>	<p>11. Pupils from two classes to practice Boccia skills and teamwork in their PE lessons and transfer these skills to the competition</p>	<p>11. Key Indicator 1,3,4,5</p>	<p>11. 10 Pupils from KS2 (3 teams) took part in the North Worcestershire KS2 Boccia Competition, the pupils played against teams from mainstream and special schools. The A team came first and the C team came 2nd, both teams represented North Worcestershire at the Worcestershire Summer School Games on 2nd July, both teams did really well reaching the quarter finals. The A team came 5th and the C team came 8th. Pupils attending the event developed their confidence working in a large environment as well as thinking skills competing against mainstream schools. The C Team were awarded the Team of the Year for Boccia for their determination.</p>	<p>11.£500</p>
<p>12. Train lunchtime staff to support pupils in play and physical activity</p>	<p>12. Lunchtime staff in KS1 and KS2 will have more confidence to run activities at lunchtime</p>	<p>12. Key Indicator 1,2,3,4</p>	<p>12. 10 lunchtime staff have received play training, these staff are now more confident to deliver activities at lunchtime. Pupils are now more engaged and active at lunchtime</p>	<p>12.£500</p>
<p>13. Provide activity bags and a reward system for pupils in KS2 at break and lunchtime</p>	<p>13. To support pupils' behaviour and engagement and break and lunchtime</p>	<p>13. Key Indicator 1, 2, 3, 4</p>	<p>13. Pupils are now more engaged at break and lunchtime, they are looking after the equipment with more responsibility and have responded with enthusiasm to the</p>	<p>13.£200</p>

<p>14. Pupils to take part in the Path to Paris linked to the Olympics and Paralympics Paris 2024</p>	<p>14. All the pupils in KS1 and KS2 will record the amount of physical activity that takes place each day, this will be recorded on the Path to Paris website</p>	<p>14. Key Indicator 1,2,3,4,5</p>	<p>golden ticket reward system. There are less behaviour incidents on the playground, which means lessons after lunch and break time are not disrupted.</p> <p>14. The pupils engaged in more physical activity such as walking and cycling which contributed to them completing 30 minutes of exercise a day improving their health and wellbeing</p>	<p>14.£500</p>
<p>15. Pupils in KS1 and KS2 to take part in an Olympic and Paralympic Sports week in 24th-28th June</p>	<p>15. All pupils to take part in Sports Week learning about a new country, representing their house at different sports and activities</p>	<p>15. Key Indicator 1,2,3,4,5</p>	<p>15. Pupils tried new sports on School Games Day including a Sensory Walk and Sensory Tennis improving their fine motor skills, gross motor skills and confidence to try new activities. On Sports Day pupils represented their House, competing against their peers improving their teamwork skills, cooperation and resilience to take part in a competition.</p>	<p>15.£2200</p>
<p>16. Pupils in KS2 to take part in a Worcestershire Path to Paris Paralympic SEND Festival 9th July at Bromsgrove School</p>	<p>16. Pupils to take part in intra school competitive activities and a cultural day</p>	<p>16. Key Indicator 1,2,3,4,5</p>	<p>16. The pupils met Paralympian Tennis Player Jack Hunter-Spivey and be inspired by his achievements as a wheelchair athlete. The pupils tried some new sports including Goalball, Bench Hockey and Archery which they would like to try at school.</p>	<p>16.£500</p>

17. Pupils from KS1 to attend the FA Girls Shooting Stars Football Festival	17.Pupils have been attending a Shooting Stars Football Club they will learn to transfer the skills learnt in the club to a different environment.	17. Key Indicator 1,2,3,4,5	17. The pupils transferred skills learnt in school, they also worked on grass and responded well to the Young Leaders delivering each station. The pupils confidence in football skills improved including coordination and balance.	17.£300
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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"> Sensory Circuit Refurbishment of Soft Play Equipment bags for break and lunchtime 	<ul style="list-style-type: none"> 12 pupils take part in the Sensory Circuit at 9am 5 days a week. The pupils now arrive in class calmer, more focused and ready for the days work. The equipment is now more accessible for KS1 pupils enabling them to improve their balance, strength and coordination. Staff have more confidence delivering Soft Play sessions. Pupils are now more active at break and lunchtime, they are more confident selecting activities they want to take part in 	<ul style="list-style-type: none"> Sensory Circuit will be expanded next year so class teachers can deliver the activities in their classroom More pupils are now able to access Soft Play and improve their physical wellbeing Staff are now more confident in supporting the pupils to be active at break and lunchtime which contributes to the pupils taking part in at least 30 minutes of exercise a day

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?	0%	Pupils at Chadsgrove School have physical disabilities as well as learning difficulties. Some pupils have complex medical needs. Pupils take part in hydrotherapy sessions, some pupils are learning to swim.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	

<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>Those pupils who are learning to swim are taught safe self-rescue techniques</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>We have not been able to find additional pool space.</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</p>	<p>One member of staff has attended a teaching swimming course to improve confidence and knowledge when teaching swimming.</p>

Signed off by:

Head Teacher:	<i>Deb Rattley</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	Carina Taylor Lead for PE
Governor:	<i>Judith Hegenbarth</i>
Date:	17 th July 2024