



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 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 (2023/2024)

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">For our pupils with profound and multiple learning difficulties to receive at least weekly sessions in the hydrotherapy pool. Off-site swimming sessions, travel to pool and additional staff to provide support	<ul style="list-style-type: none">The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone and decreased spasticity.Increased movement of joints - which is either more difficult or painful on dry land.Movement in the water and water pressure helps to reduce residual lung capacity for children and young people with chest problems.Creating turbulence around an extremity (i.e. arm or leg) can increase their awareness of the limb and help with mobility.Multi-sensory environment helps stimulate the senses whilst calming children with sensory and learning difficulties. Many of our pupils do not enjoy physical activity. Swimming is one of the best ways for a	<ul style="list-style-type: none">Throughout the entire year, 38 students had access to the hydrotherapy pool at least once a week. Regular hydrotherapy sessions provided these students with numerous benefits, including improved muscle tone, reduced pain and discomfort, enhanced relaxation, and greater opportunities for sensory stimulation and physical movement in a supportive environment. A wide range of over 200 swimming certificates were handed out during this

<ul style="list-style-type: none"> • To raise the profile of physical activity and development through continuous provision, break and play as well as discrete PE • Further develop the role of sports coordinator. Ensure he is able to deliver a range of different motivating sporting activities and upskill staff to improve their delivery of sport. • Improve range of sport after-school clubs. Ensure all pupils have access to clubs. Support for families who struggle picking up children from multiple schools (wrap-around care). • Replace and introduce new sporting activity resources, e.g. footballs, etc. This will ensure that pupils are not held back by having old or broken equipment to play with. Ensuring resources meet individual need 	<p>young person to exercise as it's gentler on muscles and bones that are still developing. swimming can ensure your child is building their fitness and strength effectively and safely.</p> <ul style="list-style-type: none"> • Build capacity and capability through additional Physical Activity equipment – Bicycles and scooters, goals, balls, sensory PE equipment. • New equipment enabled us to offer sport after-school clubs to all pupils and attempt to increase range of sporting activities offered. • 100% of Pioneers PE lessons and upper Discoverers PE lessons delivered by a PE specialist. Lesson observations and learning walks indicate that the standard of delivery and pupils progress has increased. • Students attending after-school clubs had the opportunity to explore a wide range of new sports, guided by two trained PE coaches. To support families, a bus service was provided for students who wished to attend but faced transportation challenges • A range of modified and specialist sports equipment is available allowing inclusion and progress for example easy catch and slow flow balls. 	<p>time including water skills, water safety learning to swim and distance awards.</p> <ul style="list-style-type: none"> • With the new equipment added we now offer a wide range of extra clubs for lunchtimes and after school clubs. • Now an unqualified teacher (6 months away from completing QTLS) added a qualification in teaching and learning in physical education in primary schools. Helping to raise the standard of PE teaching throughout the school <p>After school clubs to continue this year.</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>For our pupils with profound and multiple learning difficulties to receive at least weekly sessions in the hydrotherapy pool.</p> <p>Sessions promote motor skills, body awareness, coordination and communication as well as building tolerance to new environments and experiences.</p>	<p>PMLD staff to lead and pupils who take part</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>The warmth of the water has an effect on the individual neuro-muscular junctions which results in decreased muscle tone and decreased spasticity.</p> <ul style="list-style-type: none"> ☑ Increased movement of joints - which is either more difficult or painful on dry land. ☑ Movement in the water and water pressure helps to reduce residual lung capacity for children and young people with chest problems. ☑ Creating turbulence around an extremity (i.e. arm or leg) can increase their awareness of the limb and help with mobility. ☑ Multi-sensory environment helps stimulate the senses whilst calming children with sensory and learning difficulties. 	<p>£2910</p>

<p>Off-site swimming sessions, travel to pool and additional staff to provide support</p>	<p>Weekly swimming session for groups, which change on a termly basis. All sessions led by swim teachers. Staff who support pupils in the pool Pupils who attend swimming.</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Many of our pupils do not enjoy physical activity. Swimming is one of the best ways for our pupils to take part as it is motivating and sensory. Swimming enables safety in an area that is coastal. The school swimming programme increases the numbers of pupils continuing to access swimming/water-based activities outside of school.</p>	<p>£6000</p>
<p>Bikeability and learn to ride</p>	<p>Staff who support these programmes and pupils who attend</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Our pupils either struggle to access two wheeled convention bicycles or require many additional hours to learn how to ride. This programme will enable more pupils to be able to ride, including riding for leisure, fitness, and for active travel.</p>	<p>£5340</p>
<p>Multi-sports / Physical development resources</p>	<p>Staff who support these programmes and pupils who attend</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity</p> <p>Key indicator 3 – The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils have access to a wide range of appropriate and accessible sports equipment which links with competitive fixtures held on a weekly basis.</p>	<p>£2000</p>

<p>PE Lead to undertake swim teachers award and disability swim teachers award</p>	<p>PE Teacher and Lead</p>	<p>Key indicator 5: Increased participation in competitive sport</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>PE lead more confident to deliver swimming to pupils with a range of needs.</p>	<p>£1000</p>
<p>PE Lead accessing coaching and mentoring</p>	<p>PE Teacher and Lead</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>PE lead more confident to deliver PE to a range of needs.</p>	<p>£1500</p>
				<p>£18750</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	200+ certificates	Awards including; Water skills 1 - 19
Cycling	Learn to ride Bikeability level 1 and 2 A club set up twice a month for the SEND community	Learn to swim 1 – 6 Distance awards – 14 Learn to ride – 2 Bikeability L1 – 13 Bikeability L2 - 2
Football	Links with Thanet Galaxy pan disability Football means 8+ pupils are now regularly attending after school football.	

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?	5%	Our students have severe learning difficulties, ASD and a range of physical disabilities. For many being able to experience water in a safe space is an achievement and worthwhile in itself.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	20%	Our students have severe learning difficulties, ASD and a range of physical disabilities. We focus on functional teaching of swimming based on individual need.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>50%</p>	<p>Our students have severe learning difficulties, ASD and a range of physical disabilities. We focus on functional teaching of swimming and self-rescue based on individual need.</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>Yes/No</p>	<p>We maintain annual blocks of swimming across KS2 as we recognize that our students need lots of practice and experience to make small steps of progress.</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>This is a target for this year. We currently rely on external swim teachers.</p>

Signed off by:

Head Teacher:	Adrian Mount
Subject Leader or the individual responsible for the Primary PE and sport premium:	Lee Goddard (PE Teacher and Lead)
Governor:	Steve Pamphilon – Chair of Governors
Date:	4th October 2024