



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: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	<p>Children have taken part in sporting activities led by Y5 play leaders and lunch time supervisors.</p> <p>Children have taken part in a range of sports activities each Thursday led by Sports Coach.</p> <p>Children have gained experienced and understanding of a wider range of sports clubs (eg: fencing, cricket, netball, football, yoga/dance)</p> <p>Children have been active within forest school sessions.</p> <p>Children have developed a range of life long skills through outdoor learning/forest school sessions.</p> <p>Children know how to stay safe in different outdoor environments</p>	<p>Lunchtimes are more engaging and there are activities led by sports leaders and lunchtime supervisors. – this needs to be more focused and specific time allocated for training.</p> <p>There has been a significant impact form the use of the sports coach both during lunchtimes and afterschool, combined with other extra-curricular sporting clubs. – next step would benefit from a year plan shared with children and parents.</p> <p>Children have been exposed to a range of sporting activities, this needs to continue to be developed</p> <p>Every class takes part in Forest School each half term, led by class teacher – research is required into use of fire and tools. Skills developed will benefit children throughout their life. Staff have made it very clear about the safety aspect needed when completing outdoor activities – this needs to be developed for fire and tools.</p>
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Due to ongoing monitoring of PE by the lead (planning, resourcing, teaching), the quality of the curriculum and	Teaching and planning of subject has improved (seen through learning walks). PE lead has introduced new

	<p>provision for children has improved term on term.</p> <p>As a result of the sports coach, improved play/lunch time activities, enrichment events and Lyfta assembly resource, the profile of PESSPA has been raised across the school.</p>	<p>schemes to cover a range of sports, with visual examples for teachers to follow, this needs to continue.</p> <p>Children’s awareness of physical education, school sport and physical activity have increased due to an increase in activities – going forward , this needs to continue. Lyfta assemblies have taken place, although this will not continue due to the age content of the material being difficult for KS1 to follow (as it is mostly subtitled).</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>As a result of modelled teaching, team teaching and ongoing CPD, teaching staff are upskilled and more confident to teach PE and sport.</p> <p>Due to team teaching within forest school, more staff are leading outdoor learning rather than a reliance on the Forest School lead.</p>	<p>Staff have benefitted from the sports coach as well as the explanatory (through step-by-step videos) – this needs to continue to be developed and monitored.</p> <p>Through staff CPD all staff teach outdoor learning for a day each half term – developments need to be with fire and use of tools.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	<p>As a result of a well-planned and sequenced curriculum, children have taken part in a wide range of sports and outdoor activities including dance, gymnastics, yoga/well-being, invasion games, striking and fielding; net/wall games, athletics, outdoor and adventurous activities including forest school/orienteering.</p> <p>Due to a focus on improving experiential learning, the children have taken part in coronation themed dance, South America themed dance and Africa themed dance. In turn, children’s skills and enjoyment of dance has increased</p> <p>Because of a focus on mental well-being, including Yoga, children have taken part in a new experience this academic year</p> <p>Following on from the skipping workshop, more children are taking part in skipping/more energetic activities at lunch time.</p> <p>As a result of training for lunch time staff and children, there has been a wider range of active play and lunch choices to inspire and motivate exercise/activity at lunch time.</p> <p>Due to the well planned Fierte Festival, children have experienced a wider range of sports (sit down volley ball,</p>	<p>Children have benefitted from the range of different activities- this needs to be seen on a more regular basis, not just within a festival (through extra-curricular clubs).</p> <p>Following on from the skipping workshops – children have been using skipping ropes during lunchtimes and also sharing skills and knowledge with one another.</p> <p>Children are more engaged at lunchtime, due to a range of increased activities – this needs to be further developed with an increase in range of equipment and opportunities. Lunchtime staff are on board with this priority.</p> <p>The Fierte Festival had a long reaching impact, which has generating interest with children - Further extra-curricular clubs are required to facilitate this interest.</p>

	fencing, archery, lazer quest, Burton Albion football)	
Key indicator 5: Increased participation in competitive sport	<p>As a result of lessons building towards games, children have taken part in regular competitive events within class situations.</p> <p>Due to the focus on athletics awards, children have tracked their progress and built upon personal best times/distances and compared these.</p> <p>As a result of interhouse competitions, the profile of competitive sports has been raised.</p> <p>Because of an embedded and competitive approach to sports day, children have practiced and taken part in competitive events accruing points for their house team.</p> <p>As a result of the Fierte festival, children have taken part in competitive events in school and externally (eg: inter house sitting volley ball competition, Rec, Y1 and Y2 multisport, Y3/4 netball; Y5 cricket; Y6 football).</p> <p>Due to the Athlete Event/Sponsor event, children have a greater awareness of competitive sport Continue to plan in to the curriculum opportunities for competitive games both in class and house teams. To plan and ensure more children take part in competitive games and more regularly across the Trust. Created by: Supported by: and the impact of training on an athlete's success</p>	<p>Children have taken part in more competitive elements within lessons, this is complimented by an increase in a more competitive attitude to competing against other schools.</p> <p>Interhouse competitions have taken part in a Sports day – this needs to increase to a range of sports (timetabled throughout the year).</p> <p>There needs to be an increased emphasis on competitive sports linked to the children's houses.</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>1. Increase engagement at lunchtimes and playtimes – ensuring all children increase their physical activity, outside of PE lessons.</p> <p>Increase structured activities that children can access at lunchtimes. Development of Play Leaders. Structured club run by sports coach. Zoned areas facilitating all children’s needs.</p>	<p>Children – Experience a varied range of lunchtime/playtime experiences. Develop friendships, build resilience and collaboration, participation and positive attitude. Lunchtime Supervisors – Lunchtimes should have reduced behaviour concerns. Lunchtime supervisors will need to be trained on how to facilitate these activities. Sports Coach – will need to plan a series of lunchtime sessions to engage and develop children. Teachers – there should be less issues to have to deal with after playtimes/dinnertimes.</p>	<p>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.</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>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Children will be engaged and active during lunchtimes and playtimes.</p> <p>Behaviour issues will reduce, due to engagement of activities.</p>	<p>£5433.60 - Equipment</p>
<p>2. Develop children’s resilience, confidence, independence and creativity, through a more problem solving and collaborative approach to Outdoor Learning.</p>	<p>Children – Develop skills which will be transferable to other areas of the curriculum (resilience, confidence, independence and creativity). Children experience new outdoor experiences and build on previous skills. Teachers – Teachers will follow a clear sequence of lessons, which develop soft skills and build upon previous experience and learning.</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>Forest Fridays continue each term and planning shows that Outdoor learning is building upon previous skills, focusing on problem solving.</p> <p>Staff see skills developed on Forest Fridays transfer to other aspects of the curriculum.</p>	<p>£2,223.58 - Equipment</p>
<p>3. To support with development of the EYFS outdoor area to encourage sports and active play, to stimulate physical development, to develop core strength, stability,</p>	<p>Children will have access to outdoor equipment in order to support with the support and development of gross motor skills.</p>	<p>Key indicator 2 - Engagement of all pupils in regular physical activity</p> <p>Key indicator 4 - Broader experience of a range of sports and physical activities offered to all pupils</p>	<p>Children will show more developments with their ELGs linked to gross motor skills (more children achieve PD at end of Early years).</p>	<p>£1,988.99 - Equipment</p>

<p>balance, special awareness, co-ordination and agility.</p>				
<p>4. To embed High quality Sports/PE Curriculum so that a coherent and progressive learning journey is ensured for all children in all year groups.</p> <p>To purchase equipment in order that the high quality curriculum intent can be delivered.</p> <p>To provide children with the opportunity to take part in a wider range of sports and outdoor activities.</p> <p>Children and staff are exposed to an experienced Sports Coach (for CPD)</p>	<p>Children will be exposed to a wide and broad curriculum. Children will experience activities which are fair and competitive Children will build upon previous skills learnt.</p> <p>Sports Coach will need to support teachers through examples of good practice and experience. Sports Coach</p>	<p>Key indicator 1 - Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - 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 physical activities offered to all pupils</p> <p>Key indicator 5 - Increased participation in competitive sport</p>	<p>Pupil voice will indicate a positive attitude towards PE lessons</p> <p>Children will experience a broad curriculum with appropriate equipment.</p> <p>Learning walks will highlight engaging lessons for children, building on previous skills and showing a competitive element to lessons.</p> <p>Observations of children show that they understand how to use the correct equipment, appropriately and safely</p>	<p>£7030 – Sports coach</p> <p>£2470.88 – PE equipment</p>
<p>5. To broaden children’s knowledge and interest in sports through enrichment experiences, knowledge sharing and experiences.</p> <p>Enrichment days – Offering a range of sports the children may not have experienced.</p> <p>Interhouse competitions</p>	<p>Benefits all children to engage in sports they may not have experienced.</p> <p>Give children the opportunity to compete within school and against other schools in the Trust and across Tamworth. Children are able to take part in after school clubs.</p>	<p>Key indicator 2 - 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 physical activities offered to all pupils</p>	<p>Increased uptake with extra-curricular clubs</p> <p>Pupil voice indicates a greater enjoyment with competitive sport both within school and against other schools</p> <p>Ankermoor Primary Academy is represented at an increasing amount of sporting competitions.</p> <p>All children have opportunity to</p>	<p>Percentage of costings from 4.</p>

<p>After school club run by Sports Coach.</p> <p>Increased participation in intra competitions with other schools in the Trust and across Tamworth</p>		<p>Key indicator 5 - Increased participation in competitive sport</p>	<p>represent the school in sporting teams.</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
CPD/planning	Progressive Sports support with 50% of the teaching commitment. Staff work with/observe these lessons - Staff feel more confident in the approach of teaching all areas of PE, which is demonstrated in lessons that they teach.	Seen through learning walks, observations and feedback from staff.
Training of PE lead	New PE lead has been supported through previous PE Lead, Sports Coach and Head of School.	PE lead has introduced new scheme of work, offering a range of sports, with supportive planning/videos to support all staff. PE lead has been effective in entering sporting events throughout the year.
Increase in intra-sports competitions	Ankermoor entered and participated in a range of sporting events against other schools throughout the year – Sports coach has supported with competitions.	Children are excited to be entering competitions against other schools and parent feedback is positive regarding this. This will continue into next year with a focus on competitiveness, resilience and practice for specific events.
After school clubs	Progressive Sports Coach runs an after school club for KS1 children throughout the year.	KS1 club has run for entire year with a positive uptake. Parents and children are positive with the provision.
Lunchtime support	Sports coach supports on a Tuesday lunchtime with groups of children on a weekly basis.	Children benefit from specialist provision at lunchtimes. Behaviour and engagement has improved through having more structure and focus. Lunchtime staff have benefitted from observing good practice from the sports coach.
Development of lunchtime equipment.	Range of equipment has been purchased for KS1/KS2 equipment – aimed at improving engagement, team building and nurturing friendships.	Engagement in sports at lunchtime is high Behaviour Incidences are minimal. Staff at lunchtime are engaged and supported
Development of EYFS outdoor area	The outdoor EYFS area has been developed to encourage sports and active play to stimulate physical development, to	Children’s outdoor provision has improved, children are more engaged and on task.

Development of PE resources.	develop core strength, stability, balance, special awareness, co-ordination and agility. Development of PE equipment inline with the curriculum, offering a range of sports.	Combined with the development of PE lead and new planning children have exposure to a wide range of sports and use of correct equipment.
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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?	35.71%	<p><i>We have recently had two in year school transfers who were much further behind than other children. We have 7 out of 14 children who Can proficiently swim.</i></p> <p>Awaiting confirmation of percentages from external swimming provider.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	35.71%	<p><i>We have recently had two in year school transfers who were much further behind than other children. We have 7 out of 14 children who Can proficiently swim.</i></p> <p>Awaiting confirmation of percentages from external swimming provider.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>35.71%</p>	<p><i>We have recently had two in year school transfers who were much further behind than other children. We have 7 out of 14 children who can proficiently swim.</i></p> <p>Awaiting confirmation of percentages from external swimming provider.</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>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>Yes due to the number of groups and the amount of swimming staff. We have to supply one member of staff to teach a group (we currently uses two teachers for the one group, for extra impact. They have had support and advice form the swimming company to support with this.</p>

Signed off by:

Head Teacher:	<i>Gareth Hancox</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jasmin Mahandru</i>
Governor:	<i>Vicki Blundell</i>
Date:	23/7/2024