



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Oakley
Primary Academy

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)

Activity/Action	Impact	Comments
<p>We sought to give pupils access to a wide range of sports, games and activities during P.E. lessons and at as many opportunities throughout a school week as possible. This was to be able to use P.E. and sport to enable the development of life-skills that are transferred to other curriculum areas, wider school and beyond.</p> <p>To demonstrate our commitment to this end, we achieved the Gold Award in the School Games Mark for 2022/23. This is a government-led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allowed us to evaluate our PE</p>	<p>We increased our pupil participation numbers by attending additional events to previous years. These included QuadKids Athletics, inter-trust Sports Festivals for individual year groups and sports fixtures through our local School Sports Partnership. This has given more pupils access to a wider variety of sports and games throughout the year.</p>	

Activity/Action	Impact	Comments
provision and assisted us in developing an action plan for future progress.		
We intended to update and refresh our PE curriculum offer ready for the 2023-24 academic year (and beyond). We signed up to 'Complete PE' and received additional CPD to support in the implementation, delivery, and assessment of PE units of work. This is on-going as we aim to have this curriculum fully embedded by the third year of implementation.	Our curriculum now assesses qualities beyond the physical. Staff have become more familiar with assessing physical skills and qualities, but we now also consider cognitive, social, and emotional skills, qualities and attributes, which are vital to being well-rounded, active, considerate, competent, and confident individuals who participate/compete in physical activity and sport.	This is an ongoing process alongside other schools in our multi-academy trust. Meridian works collaboratively to offer support, CPD, and advice on the use and application of planning, delivery/pedagogy, and assessment.
We aimed to offer additional physical activity/sports provision beyond the school day. This was offered by external providers.	Pupils have had access to dance teaching from a professional external provider, and gymnastics coaching from a local gymnastics club.	Additional children have attended events outside of school who were previously disengaged. They gave positive feedback about their experiences.
As a school we contributed funding to sustain the Bedford School Sport Partnership which provides the following opportunities including; additional competitions outside of the School Games programme, Comprehensive CPD programme for teaching staff, access to P.E. Conferences, Outdoor activity days, Youth Sport Trust Primary Membership and support from specialist Kelly Rolfe.	The quality of P.E. teaching and leadership at Oakley has increased, as well as the available competitions and activities for pupils to take part in.	This is a partnership we are continuing to take part in throughout 2023-2025.

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 (Total funding: £18,980)
<p><i>We want our children to increase the amount of physical activity they take part in at school during the school day. We are improving the offer of activities available to them during lunchtimes by investing in new equipment such as hoops, tennis rackets and balls, skipping ropes, balls for catching etc.</i></p>	<p><i>Teaching assistants as they will be leading the activities. Pupils, as they will be taking part.</i></p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Children now regularly take part in a range and variety of physical activities and games during break and lunchtimes, contributing to the recommended 30 minutes of moderate / vigorous activity recommended at school every day. Pupil voice has shown the children value these activities, alongside the standing offer of the use of our trim-trail and outdoor gym.</i></p>	<p><i>£1,200 in costs for new and additional equipment.</i></p>

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 (Total funding: £18,980)
<i>Make use of specialist, extra-curricular tennis coaching sessions to all Key Stage 1 pupils, to give them further opportunities to develop their skills and experience in different sports.</i>	<i>Teaching Staff and teaching assistants supporting, children taking part.</i>	<p><i>Key Indicator 2: Engagement of all pupils in regular physical activity.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i></p>	<i>Pupils have been given 4 hours of specialist tennis coaching to improve their tennis skills, increase their physical activity and potentially inspire further desire to play tennis outside of school.</i>	£480
<i>We are continuing to contribute funding to sustain the Bedford School Sport Partnership, which provides the following opportunities including; additional competitions outside of the School Games programme, Comprehensive CPD programme for teaching staff, access to P.E. Conferences, Outdoor activity days, Youth Sport Trust Primary Membership and...</i>	<i>P.E. Leader and teaching staff receiving CPD / Support. Staff volunteering to run training sessions for sports teams. Teaching and support staff accompanying pupils to fixtures etc. Pupils taking part. Parents (after-school collection sometimes required)</i>	<p><i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Pupils at the school (including some who are disadvantaged and / or have not taken part in competitive sports before) have been part of local football and netball leagues, athletics competitions and sports festivals. These have been celebrated in school assemblies (pupils participating wrote match reports and read these out in assembly) and the newsletter, further raising the profile of sports and physical activity to all pupils across the school.</i></p> <p><i>The P.E. Leader and school staff have all benefitted from access to the Youth Sport Trust Primary Membership.</i></p>	£2,400

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 (Total funding: £18,980)
<i>...support from specialist Kelly Rolfe.</i>				
<i>To implement our new PE curriculum, which is in-line with up-to-date research and our children’s needs. We hope to improve and embed the curriculum over the next two years.</i>	<i>Primary generalist teachers, teaching assistants, P.E. Leader, Senior Leaders</i>	<i>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i>	<i>Through our school budget, we have invested in ‘Complete PE’ to make use of their planning, resources, videos, documents, and assessment. This curriculum looks at wider learning and mental health, e.g. cognitive, social, and emotional learning.</i>	<i>None</i>
<i>CPD for teachers. We will host an online session from P.E. Specialists at Complete P.E., as well as a specialist P.E. teacher from the local School Sports Partnership, who will come to train staff on adaptive teaching in P.E. lessons. This training was to support the implementation of our new curriculum, as above. A session with Complete P.E. for school leaders...</i>	<i>Primary generalist teachers.</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.</i>	<i>Primary teachers more confident to deliver effective PE lessons from our new curriculum, and use the adaptive teaching model of teaching P.E. lessons.</i>	<i>£4250 for 14 teachers to undertake CPD.</i>

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 (Total funding: £18,980)
<i>...is to be held in the Spring term, which the Headteacher will attend.</i>				
<i>We plan to purchase high-quality online teacher training resources to supplement lesson planning and support teachers in delivering high-quality P.E. lessons.</i>	<i>Teaching Staff, pupils' P.E. Lessons</i>	<i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i>	<i>Primary teachers more confident to deliver effective PE lessons from our new curriculum, and use the adaptive teaching model of teaching P.E. lessons.</i>	<i>£1375</i>
<i>Specialist swimming teachers to provide Top-up swimming lessons for all year groups in addition to the standard swimming offer as part of the curriculum.</i>	<i>Pupils in all year groups.</i>	<i>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i> <i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i>	<i>Pupils in all year groups were given access to additional swimming lessons.</i>	<i>£4,500</i>

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 (Total funding: £18,980)
<i>Extra-curricular multi-sports coaching. We hired high-quality external coaches to provide extra-curricular multi-sports sessions for our children.</i>	<i>Pupils attending sessions.</i>	<i>Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.</i>	<i>These clubs were very well-received by children and we are hoping to be able to continue the clubs through parent contribution / PTA funding in the next academic year.</i>	<i>£1,200</i>
<i>Maintenance and repair of current sports equipment: trim-trail and outdoor gym, football goals, gym benches, climbing frame etc.</i>	<i>All children</i>	<i>Key Indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.</i>	<i>This will allow our sports and activity equipment to remain operational and in use at break times and lunchtimes.</i>	<i>£3,575</i>

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>Specialist swimming coaches providing additional lessons to pupils unable to swim 25m / safe self-rescue etc.</p> <p>Introduction of new P.E. Curriculum.</p> <p>New sports / physical activity equipment (and maintenance / repair of existing equipment) for use at break times and lunchtimes has</p>	<p>Swimming outcomes have increased and are above national averages.</p> <p>Our curriculum now assesses qualities beyond the physical. Staff have become familiar with assessing physical skills and qualities, but we now also consider cognitive, social, and emotional skills, qualities and attributes, which are vital to being well-rounded, active, considerate, competent, and confident individuals who both participate and compete in physical activity and sport.</p> <p>Staff have received a combination of face-to-face and online training, as well as new resources, to support them in developing their understanding of adaptive teaching in P.E. lessons.</p> <p>Pupils have very much enjoyed an increased range of activities available at lunchtimes and have been able to use the</p>	<p>All children across the school were given access to swimming lessons this year.</p>

<p>ensured pupils meet the recommended time of vigorous physical activity.</p> <p>Continued membership of the Bedford School Sports Partnership.</p>	<p>outdoor gym and trim-trail at both break and lunchtimes.</p> <p>This has allowed lots of children to participate (in many cases, for the first time) in competitive sport in a range of disciplines – football, netball and athletics.</p>	
--	---	--

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?	81%	<i>Costs of travel to and use of local swimming pools have increased dramatically in the past two years, so we hired a swimming pool with support from parent voluntary contributions, enabling us to provide additional top-up lessons from specialist coaches. This has seen an increase in the percentage of pupils being able to swim 25m.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>95%</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>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	

Signed off by:

Head Teacher:	<i>Callum Brown</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Danny Smith (Key Stage 2 Teacher / P.E. Lead)</i>
Governor:	<i>Kevin Barton (Chair of Academy Council)</i>
Date:	29/07/2024