



Greenfield Primary School

*Everyone can grow in a Greenfield!*

# 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  |
|---|---|---|
| <p>Most of the grant was spent on a PE apprentice, supporting in PE lessons, running sports clubs before and after school and leading physical activities at playtimes and lunchtimes.</p> <p>RBGS also ran clubs which gave pupils access to a broader range of activities (e.g. fencing and archery).</p> | <p>Key Indicators 1, 3 &amp; 4 – By having the apprentice in lessons, teachers were able to direct support to more reluctant pupils to improve their involvement and enjoyment in PE. Most pupils had an opportunity to attend at least one club and approximately 360 places (for blocks of 6 weeks) were taken up, with a further 180 places for Active Start (before sch) club. Most pupils engaged in active games at play/lunchtimes</p> | <p>The apprentice salary was supplemented by the school budget. Due to considerable budgetary constraints, we could not sustain this.</p> |
| <p>Continued access to REAL PE and Jasmine teaching platform</p>  | <p>Key Indicator 3 - Staff have clear guidance and support to confidently deliver an effective PE curriculum</p>  | <p>This is an ongoing annual cost. Dance CPD would be beneficial in future years.</p>   |
| <p>Balanceability for Reception pupils</p>  | <p>Key Indicator 5 - All reception pupils engaged in Balanceability, developing their core skills. They continued their development on the balance bikes we purchased last year.</p>  | <p>Continue Balanceability and make sure pupils have regular practice on our balance bikes.</p>   |
| <p>The impact of all actions is evaluated in last year's plan.</p>  |   |   |

## Key priorities and Planning

This planning template will allow schools to accurately plan their spending. **£18,380**

| 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 |
|--|--|--|---|---------------------------|
| <i>Balanceability training</i>   | <i>Reception pupils with RBGS in Autumn term, followed up by Reception staff to support extra practice</i> | <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><br><br><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i> | <i>As well as practising their core PE skills using balance bikes, this will provide extra physical activity and encourage pupils to get on their bikes and scooters at home. The sessions encourage them to be safe when traveling to and from school.</i> | <i>£1530</i>              |
| <i>Support participation in Stourbridge Learning Partnership sports events (e.g. transport, additional staff, organisation fees)</i> | <i>Year 3 and Year 5 pupils, as well as staff, SLP schools</i>   | <i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i><br><br><i>Key indicator 5: Increased participation in competitive sport.</i>   | <i>Pupils are able to access local competitions</i>   | <i>£1000</i>              |
| <i>Support for afterschool sports clubs – including with RBGS</i>  | <i>Sports qualified TA and RBGS as they are leading clubs</i>  | <i>Key indicator 2 -The engagement of all pupils in regular physical activity</i><br><br><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>   | <i>All pupils will be able to access extra sports activity</i>  | <i>£1800</i>              |

|  |   |   |   |  |
|--|---|---|---|--|
| <p>Extra member of staff/ TA to promote active play at lunchtimes, including organizing equipment and organising the PlayMakers.</p> | <p>Existing experienced TA who has had PlayActivator and REAL PE training<br/>Pupils/PlayMakers who will be setting up and leading games</p>  | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>   | <p>Pupils will be encouraged to engage in daily active play.</p>  | <p>£2850 for one hour per day, 5 days per week<br/><br/>£600 for outside play equipment</p>                      |
| <p>Introduce OPAL play in the summer term</p>  | <p>All staff, including lunchtime supervisor, and all pupils, also parents will be encouraged to support resourcing<br/><br/>OPAL consultant working with OPAL working group (staff, governors and parents)</p> | <p>Key indicator 2 -The engagement of all pupils in regular physical activity</p>   | <p>Pupils will be encouraged to engage in daily active play. They will develop skills to take into play outside of school.</p>  | <p>£8000 - £5500 for project support and training, remainder for resources and additional costs for training</p> |
| <p>Jasmine / REAL PE Platform<br/>Participation of PE Leader with REAL PE support<br/><br/>PE equipment to support programme</p>     | <p>All teaching staff – they will be delivering lessons<br/>Pupils - they will take part in lessons</p>   | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>  | <p>Continued confidence and consistency of effective delivery of PE curriculum; support for new staff/ ECTs.<br/><br/>Pupils gain strong skills and knowledge to support improved outcomes in PE.</p> | <p>£800<br/><br/>£1000</p>   |
| <p>Extra member of staff for swimming lessons to enable Y5 catch-up pupils to attend.</p>  | <p>Existing experienced TA<br/><br/>Y5 pupils who need further lessons</p>  | <p>Key indicator 2 -The engagement of all pupils in regular physical activity<br/><br/>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> | <p>Y5 Pupils will catch up with their peers in terms of swimming attainment towards NC outcomes.</p>  | <p>£800</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 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><br><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?   | 70%           | <i>In our curriculum, swimming takes place in Y3 and Y4. Due to Covid, this cohort did not swim in Y3. Due to limited availability at the pool and limited funding (since PE prem cannot be used for swimming), we could not provide any further lessons.</i> |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 63%           |   |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 48%           |   |
| 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? | No            | <i>We did not provide additional lessons for this cohort. However, we did pay for an additional swimming teacher to support in the lessons they had in Year 4.</i>  |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | No            | <i>We 'hire' the swimming teachers from the LA/Pool.</i>  |

Signed off by:

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|--|--|
| Head Teacher:  | <i>Claire Stylianides</i>                  |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Sarah Remmers &amp; Nicki McGinnity</i> |
| Governor:  | <i>Michelle Westwood</i>                   |
| Date:  | <i>February 2024</i>                       |