



# 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
<ul style="list-style-type: none"> <li>• After school clubs which allow for additional opportunities for learning and for children to further develop their playing skills outside of school, as well as their valuing working as a team, learning to become a good sportsperson and to take on additional roles such as linesman, umpire/referee and managers.</li> <li>• As a Stormbreak-affiliated school, Welford and Wickham children are given opportunities to Stormbreak throughout the day. This can be a whole-class activity or in groups as an intervention. Stormbreaks are led up to 5 times a week by trained staff.</li> </ul>	<ul style="list-style-type: none"> <li>• External sports coaches have inspired children with a wider range of sporting opportunities and children are engaged. More children are taking part in after school sports clubs.</li> <li>• Stormbreaks have enabled all children to begin to break the stigma of talking about mental health. Through physical movement that is both simple and inclusive, and through discussion, this movement-based mental health approach has been very positive.</li> </ul>	<ul style="list-style-type: none"> <li>• Clubs are run with a key focus on inclusion and diversity. All children are welcomed into and valued as part of a club. Clubs are varied to allow for children from different age groups to access outside sports clubs. All clubs are popular and full.</li> <li>• All staff trained in delivering Stormbreaks. Stormbreak concepts for each half term to be set by Stormbreak advocates and SLT. Stormbreak delivery to be flexible in location and can be delivered anywhere at any time (for the majority of activities).</li> </ul>

<ul style="list-style-type: none"> <li>• New and exciting playground markings have been professionally painted on the surface of the playground to encourage games and movement at breaktime. These include an obstacle course, hop scotch, 'What's the Time Mr Wolf' and 'Duck, Duck, Goose' games. These were provided by our incredibly supportive 'Friends of Welford and Wickham Primary School' association.</li> <li>• Ground markings laid out for children's athletic and other games purposes.</li> <li>• Resources bought to provide for all children, meeting their individual needs where they are. Resources and equipment were updated when old and damaged to ensure children are excited to use apparatus in lessons and to instill a sense of pride in what they do and what they learn. Resources are encouraged in all break time and lunch break opportunities as a way to develop skills learned in curriculum time.</li> <li>• Children's core strength for sitting and fine motor skills for writing is developed. They engage in positive sensory circuit activities and movement breaks to enable them to focus and engage in learning.</li> </ul>	<ul style="list-style-type: none"> <li>• A fun and effective way for children to enjoy their environment whilst developing striking and fielding skills and learning the value of working as a team.</li> <li>• A fun and effective way for children to enjoy their environment whilst developing athletic, striking and fielding skills and learning the value of working as a team.</li> <li>• Sports equipment is available for teachers to use in P.E. lessons to teach a range of physical skills. Specialist equipment has been purchased to enable all pupils to participate fully.</li> <li>• Children access daily sessions as part of targeted provision. Children are engaged in lesson time, able to focus and sit for sustained periods to access learning. They are developing an awareness of effect of exercise on wellbeing and engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to have access to these and to be encouraged to play on them at break times by play monitors/lunch time monitors and sports captains.</li> <li>• Children to have access to a ball and bat / racquet during each lunchtime. PE teacher / play lead to observe/support. These are also available for us for clubs and outside game opportunities.</li> <li>• A full audit of our PE supplies conducted by the PE teacher with knowledge of the physical state of all resources. Purchase of additional sports equipment to ensure teachers have appropriate and quality P.E. equipment to deliver high quality lessons</li> <li>• TAs lead Proprioception and physical interventions across the school.</li> </ul>
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- We give out a 'PE Star of the Week' certificate during our weekly achievers' assembly highlighting the importance of the physical aspect of each pupil's development.
- P.E. Coordinator school sports meetings and appropriate CPD training.
- Bikeability for EYFS and Upper Key Stage 2 pupils.
- Outdoor activities and a residential covering a variety of sports and physical, cross-curricular learning throughout the year. For example, archery, outdoor and adventure, extended walks, forestry experiences, bowling, canoeing, raft-building, historical reenactments and orienteering, again providing the children with an opportunity to develop, improve their fitness and to try something new.

- All pupils take part in assembly and many have their physical achievements celebrated
- Increased confidence and better subject leadership enabling the subject leader to lead professional learning for all staff.
- Pupils have an opportunity to develop their cycling skills on balance bikes (EYFS) and pedal bikes (Year 5 and Year 6). Children also learn basic repair techniques and road safety skills.
- Class teachers have developed a programme of events with PGL/Ufton Court staff challenged and enhanced the children's understanding of their own skills and achievements. The children showed perseverance and resilience, not just through extended overnight stays, but through new and alternative physical challenges that have developed self-worth and pride in themselves.

- Physical aspects of a pupil's development to be recognised in the 'PE Star of the Week' for EYFS/KS1 and KS2.
- P.E. Coordinator to keep in contact with SGO / LA and ensure that they attend meetings and training. SLT to allocate time for this.
- Children in EYFS have a 4 day balance bike course run by a Road Safety Technician from West Berkshire LA. Year 5 has 1 day and Year 6 have two days of bikeability, including repairing a tyre experience.
- We have had residential and extended school trips this year to Osmington Bay PGL (Year 6) and Ufton Court (Year 4).

<ul style="list-style-type: none"><li>• Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Working with the West Berkshire School Sport Network, our children have enjoyed the inclusive, varied and well-balanced opportunities that this affiliation has provided over the year.</li></ul>	<ul style="list-style-type: none"><li>• During the year, we took part in a variety of different sporting activities, for example: Year 3/4 Boys Football, KS1 Speed Stacking, Mixed 5/6 Hockey, Mixed 4/5/6 Netball, mixed 5/6 Dodgeball.</li></ul>	<ul style="list-style-type: none"><li>• PE lead liaised with SLT and school office to select a broad range of extra-curricular events for children across the school.</li></ul>
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## Key priorities and Planning – 2023-2024

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
<i>Empowering PE teachers in the delivery of a robust and highly varied PE scheme to appeal to all children in the class</i>	<i>To create a PE scheme that will create a strong foundation of physical exercise and development for all children, regardless of ability, as well as meeting the requirements of the National Curriculum.</i>	<i>Key Indicator 1 - 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 a day, of which 30 minutes should be in school.</i>	<i>For all children to be provided a varied and practical based PE curriculum to open their experiences to a range of sporting games, approaches, techniques and styles.</i>	£6,250
<i>The continued employment of the GetSet4PE scheme of work and curriculum resources to deliver a challenging, skills-based experience for all children of all development levels, abilities and backgrounds.</i>	<i>This impacts the children in the delivery of a robust and resource-filled program of sporting design. The long term plan sets out the PE units which are taught throughout the year are designed for teachers and ensures that the requirements of the National Curriculum are fully met and PE teachers have a</i>	<i>Key indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i>	<i>All staff supported to gain knowledge and develop confidence. Staff work together and share good practice and assess children's skill development. Overall plan for the year for each class agreed with P.E. lead.</i>	£225

<p><i>Professional sports coaches delivering /PE and movement across all key stages for:</i></p> <ul style="list-style-type: none"> <li>- <i>A dedicated PE session per week in each class.</i></li> <li>- <i>Movement, sensory and proprioception support 5 days per week.</i></li> <li>- <i>providing lunchtime sport sessions/activities for pupils.</i></li> <li>- <i>Provision of training opportunities / additional sports when events are upcoming.</i></li> </ul>	<p><i>sequential series of lessons for best overall impact.</i></p> <p><i>Coaches - as they need to lead the activity &amp; pupils – as they will take part.</i></p>	<p><i>Key indicator 1 - 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 2 - 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 activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Children having their PE delivered weekly by a professional sporting organization running alongside the guidance and support of the host school. The company providing additional support when needed and resources to meet specific sporting requirements.</i></p> <p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Opportunity for children to have extended movement and sporting opportunities; to</i></p>	<p><i>£4,161.50</i></p>
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<p><i>Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and</i></p>	<p><i>The pupils who will be introduced to a range of competitive sports delivered by a professional local sporting body (county-wide)</i></p>	<p><i>Key indicator 2 - 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 activities offered to all pupils</i></p>	<p><i>impress on children the need to practice and develop skills and teamwork for upcoming sporting events.</i></p> <p><i>Movement breaks, sensory needs and proprioception support for children with specific needs throughout the week in all key stages.</i></p> <p><i>SLT and PE lead choose a selection of varied and exciting competitions</i></p>	<p><i>£1,232.00 for subscription costs</i></p>
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<p><i>are very much enjoyed by the children. Working with the West Berkshire School Sport Network, our children have enjoyed the inclusive, varied and well-balanced opportunities that this affiliation has provided over the year.</i></p>				
<p><i>Ground rents for sporting grounds off-site</i></p>	<p><i>Pupils have access to an off-site sporting field complete with sporting Multi-Use Games Area (MUGA) for all PE lessons where possible. This provides pupils with space and opportunity to access a wide range of sports.</i></p>	<p><i>Key indicator 5: Increased participation in competitive sport</i></p>	<p><i>Annually review the conditions of the markings</i></p>	<p><i>£3,727.00</i></p>
<p><i>New sporting and playground equipment</i></p>	<p><i>Resources are bought to provide for all children, meeting their individual needs where they are. Resources</i></p>	<p><i>Key indicator 1 - The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines</i></p>	<p><i>A full audit of our PE supplies conducted by the PE teachers with</i></p>	<p><i>£350</i></p>

<p>Equipment checks</p>	<p><i>and equipment are updated when old and damaged to ensure children are excited to use apparatus in lessons and to instil a sense of pride in what they do and what they learn. Resources are encouraged in all break time and lunch break opportunities as a way to develop skills learned in curriculum time.</i></p> <p><i>Pupils who will use various parts of the school playground, pirate ship and grass area as well as equipment.</i></p>	<p><i>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 2 - The profile of PE and sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 1 - 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>knowledge of the physical state of all resources. Purchase of additional sports equipment to ensure teachers have appropriate and quality P.E. equipment to deliver high quality lessons</i></p> <p><i>Playground and playground equipment checked to ensure all pupils are safe to use specific equipment and parts of the playground</i></p>	<p>£311.50</p>
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<i>Additional TA support for swimming and competitive events</i>	<i>Pupils will be able to attend events such as swimming and competition with correct adult ratio and support.</i>	<i>Key indicator 5: Increased participation in competitive sport</i>	<i>This ensures all children have the correct ratio and DBS checked members of staff at events.</i>	<i>£50</i>
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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
<p><i>A varied and well-delivered skills-based curriculum that is accessible for all children, following the GetSet4PE scheme of work</i></p>	<p><i>All children have been able to take part in every lesson and can access in differentiated ways the skills development. GetSet4PE also provide for children unable to join in lessons due to injury by giving them specified roles in the lesson.</i></p>	<p><i>There has been a 100% uptake in all children joining in PE lessons and showing positive attitudes to sports' development.</i></p>
<p><i>The Year 5/6 hockey team qualified for the county tournament again this year and came in 5<sup>th</sup> place overall during the tournament.</i></p>	<p><i>The pupils felt proud to represent their school and this instilled a sense of wanting to do well, but also enjoying the tournament by just doing our best as a team. Their success encourages others in the school to play competitively.</i></p>	<p><i>The pupils have demonstrated the impact good teamwork has during competition.</i></p>
<p><i>Certificates awarded to sports stars of the week in our Achievers' assemblies.</i></p>	<p><i>Each week a student is selected from each key stage to receive a certificate during this celebratory assembly. They feel pride to know that they have been selected and to hear the reasons why. Awards are given for a multitude of important reasons, not just sporting ability.</i></p>	<p><i>The children are always proud to display their certificates on our Dojo pages.</i></p>

<p><i>We, as a school, continue to deliver and endorse Stormbreaks in each class. These are active sensory and/or movement breaks that combine exercise for the body with mental health and social development.</i></p>	<p><i>Stormbreaks have proved effective in developing the language and confidence to discuss mental health issues in children, including self-worth, relationships, hope &amp; optimism, self-care and resilience. This programme was delivered by the Stormbreak team to two Kite Primary Federation advocates, who have since trained all staff in the ideology and delivery of this physical well-being programme.</i></p>	<p><i>The children ask for Stormbreaks throughout the week and like to see it on their timetable showing the positive impact it is having and the enjoyment in the activities on offer.</i></p>
<p><i>We have enjoyed a wide-ranging series of competitive games this year organised through the West Berkshire School Sport Network, ranging from Tag Rugby to Cross Country to Multi-Skills. There have been events for KS1 and KS2 that we have attended.</i></p>	<p><i>There has been a good uptake of volunteers for sporting events this year, several of which we have attended as a Kite Primary team, mixing children from our two federated schools.</i></p>	<p><i>It is wonderful to see the children want to attend competitive events, however it is also fantastic to see how teams can bond even when they don't know each other well.</i></p>
<p><i>We have excellent sports' captains in Year 6 who have taken the mantle for handing out weekly Sports' Stars of the Week certificates and who look after the PE shed, both with regard to organization and helping to gather equipment.</i></p>	<p><i>These pupils are role models to many in the school and their fantastic work inspires many to put their name forward for the role each year.</i></p>	<p><i>They have put in a great deal of hard work and have been proud of their achievements this year</i></p>

<p><i>We have an excellent PE coach from U-Sports who has delivered a lunchtime club every week at our school.</i></p> <p><i>The staff at break and lunch time are play instigators for children. We have invested in a huge amount o playground resources and the staff will often join in or start games and encourage all children to join in. This includes a Friday disco called, 'Funky Fridays!'.</i></p> <p><i>A PE expert who can support our children with additional needs through the provision of movement breaks, proprioception and / or sensory activities.</i></p>	<p><i>This has been open to different children, groups and key stages to really develop positive learning in team sports with all children.</i></p> <p><i>This is extremely inclusive and helps children who might be more shy or find rules difficult to follow to join in.</i></p> <p><i>Children with specific needs might require movement breaks, proprioception activities or have sensory-seeking needs that makes it difficult to access learning without short planned breaks will be taken out of class for breaks to help them achieve positively when in the classroom.</i></p>	<p><i>The pupils are all very keen to join the club each week and the positive attitudes to learning outside of lesson time has been wonderful.</i></p> <p><i>We have seen a really positive and happy break time since instigating this positive playground approach.</i></p> <p><i>We are proud to provide this for all children that need these opportunities for all children that have these additional needs and we have seen a very positive reaction in all children who take part in this way.</i></p>
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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?	78%	<i>Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	78%	<i>Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</i>



<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>78%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>N/A</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>Joanna Lagares</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Paul Waller</i>
Governor:	<i>Pete Collison</i>
Date:	31/7/24