



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated July 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
<p><u>Engagement in regular physical activity:</u></p> <ul style="list-style-type: none">To ensure children continue to understand the importance of regular physical activity as recommended by CMO guidelines.To encourage children to participate in physical activity during break times and lunch times-.Parent voice evidenced that they would like a different range of activitiesRaise profile of play leaders and house captains to lead activities at lunchtimes.Active lifestyles to be continued to be discussed in PE lessons and extra-curricular clubs. External coaches (Provision/ Elite) to deliver assemblies focusing on active lifestyles and importance of CMO guidelines.Procure additional break time/lunch time equipment and ensure pastoral team and SS are confident in activities to offer for children.Introduce activities run by external agenciesTraining provided by MinsthorpeSupport from support staff outside to support behaviour management and organisation.	<p>Provision have supported staff in the development of their skills as well as ensuring full coverage of the NC and good progressions through different stages.</p> <p>Increase participation of girls in sport</p> <p>Increase understanding of different sports and sports personalities to encourage more pupils to access sport out of school- presentation developed</p> <p>New equipment bought as part of this aim and storage sheds</p> <p>Play leaders trained and in place at lunchtimes – positive feedback from pupils and OFSTED</p>	<p>Provision have provided good coverage of the NC but have not yet delivered assessment tools to support- next year we are using a different approach and are investing in an online system which includes this aspect.</p> <p>Sports questionnaire evidenced that girls are less confident so introduced girls only after school club- take up has been low and need to encourage this more next year- need to have positive role models</p>

<p><u>PESSPA being raised across the school as a tool for whole school improvement:</u></p> <ul style="list-style-type: none"> • Investment previous year and linked to other objectives- • See above re extra curricular activities and monitoring of gender, SEND and PP • Monitoring of all after school clubs re gender, SEND and PP introduced to enable effective decision making. 	<p>Impact of monitoring to increase participation of those groups identified.</p>	<p>Raise profile with parents during next academic year.</p>
<p><u>Increased confidence, knowledge and skills of all staff in teaching PE and sport:</u></p> <ul style="list-style-type: none"> • All staff can identify their development needs and are able to provide high quality first wave teaching in PE. • All staff follow curriculum map for each year group and are confident in breaking units for learning down into individual lessons (from PE Hub). • Development of core vocabulary to support retention of learning. • Ensure regular monitoring is taking place. Subject leader to observe across all phases and – where necessary – co-teach lessons to ensure staff increase K&S. Provision sports coaching to be observed delivering. • CPD audit shows CPD needed in Dance – possible change to Trust wide programme. • Core vocabulary is clear and assessed in daily reviews. 	<p>INSET 23/24 academic year re core strands in PE Observations of sessions led by provision to upskill staff Staff expertise audit carried out Link to EYFS developed</p> <p>See indicator 1 for comments re developing assessment</p> <p>Core vocabulary highlighted on progressions grids – in place for all strands and pupil voice evidences this is understood well.</p>	<p>Investment in a new program for 23/24 to develop staff skills further and reduction in the number of PE lessons led by provision now that staff are upskilled.</p>
<p><u>Broad experience of a range of sports and activities offered to all pupils:</u></p> <ul style="list-style-type: none"> • Extra after school clubs on offer for each key stage and review of sports provision at lunchtimes- questionnaire evidences girls less confident in sport • Access to sports leader training from Minsthorpe. • Procured additional break time/lunch time equipment and ensure pastoral team and SS are confident in activities to offer for children. • Introduce activities run by external agencies- every lunchtime- investigating martial arts for girls. 	<p>Lunchtime behaviour improved impacting on afternoon lessons Ball skills improved for some pupils due to extra access to sports. Variety of after school clubs has increased weekly participation for over 25% on roll at school</p> <p>Positive feedback from both OFSTED and pupils about the sports leaders and the games available at lunchtime</p>	<p>Further development of after school offer- plan for next year for teaching staff to do this as part of directed time After school clubs to be analysed for participation especially disadvantaged and SEND.</p>
<p><u>Increased participation in competitive sports:</u></p> <ul style="list-style-type: none"> • Sports teams across Y5/6 participate in competitive inter school matches. 	<p>Interschools games participation -sports day etc 3 year groups took part in this -2,4,6</p>	<p>Need to ensure year3 and 5 have some participation next academic year- possibly with local primary</p>

<ul style="list-style-type: none"> • Subscribe to Minsthorpe support • Facilities represent the school in a positive manner and are sufficient to host competitive sporting events. • Transport, if required, is provided for children to visit other schools for away fixtures.(Part of Minsthorpe offer) • Contact local schools to arrange competitive sport fixtures and discuss possibility of creating school league. • Order equipment needed to develop sports facilities. • Discuss arrangements for fixtures with partner schools. 	Recent audit shows we now have the appropriate resources and equipment needed to teach the curriculum	Discuss possibility of Trust wide mini bus as part of grant bids.
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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>To ensure children continue to understand the importance of regular physical activity as recommended by CMO guidelines.</p> <p>To encourage children to participate in physical activity during break times and lunch times-.</p> <p>Parent voice evidenced that they would like a different range of activities</p> <p>Raise profile of play leaders and house captains to lead activities at lunchtimes.</p>	<p>Pupils – as they will take part.</p> <p>Play Leaders – as they will organize activities at lunch times.</p> <p>Sports Coaches - as they will deliver lessons and lunch time clubs.</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 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Active lifestyles to be continued to be discussed in PE lessons and extra-curricular clubs. External coaches (Pro-vision) to deliver PE lessons, focusing on active lifestyles and importance of CMO guidelines. PSHCE strand includes health and fitness- monitor</p> <p>Procure additional break time/lunch time equipment and ensure pastoral team and Sports leaders are confident in activities to offer for children. Introduce activities run by external agencies Carry out pupil survey to see if any are able to support school by volunteering</p> <p>Training provided by Minsthorpe Support from support staff outside to support behaviour management and organisation.</p> <p>Monitoring of these groups shows equal opportunity for PP children to join after school clubs. SEND pupils and girls are still less likely to join these</p>	<p>£13,600 per year:</p> <p>£100 per week for MSP Sports coaches (£3900 p/a)</p> <p>£150 per week for daily lunch club (£5700 p/a)</p> <p>£4,000 for Forest School</p> <p>Extra after school clubs through directed time re teaching staff.</p> <p>Visit from Paralympian funded by parents as part of a fundraiser.</p>
<p>Investment previous year and linked to other objectives- See above re extra-curricular activities and monitoring of gender, SEND</p>	<p>Pupils – as they will take part.</p> <p>Staff – as they will deliver after school clubs.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: The profile of PE and Sport is</p>		

<p>and PP. Monitoring of all after school clubs re gender, SEND and PP introduced to enable effective decision making.</p> <p>All staff can identify their development needs and are able to provide high quality first wave teaching in PE.</p> <p>All staff follow curriculum map for each year group and are confident in breaking units for learning down into individual lessons (from PE Hub online videos to support)</p> <p>Ensure regular monitoring is taking place. Subject leader to observe across all phases and – where necessary – co-teach lessons to ensure staff increase K&S. Provision sports coaching to be observed delivering.</p> <p>Assessment used on new online program and monitored by leaders.</p> <p>Investment in whole Trust wide programme online</p>	<p>PE Lead – as they will monitor each phase.</p> <p>Sports Coaches – as they will deliver staff CPD.</p> <p>Staff – as they will take part.</p> <p>Pupils – as they will be given high quality teaching and learning opportunities.</p>	<p>raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sports.</p>	<p>clubs.</p> <p>Visit from Paralympian Antony Cotterill, Professional Wheelchair Tennis player improved attitudes of these groups towards sport.</p> <p>INSET 23/24 academic year recap of core strands in PE and curriculum coverage. Regular monitoring of curriculum coverage.</p> <p>Staff teaching more lessons as Provision assisted with upskilling in previous year.</p> <p>Link to Rosenshine’s principles developed which has resulted in the children knowing more and remembering more.</p> <p>Core vocabulary, key knowledge and sporting inspiration present on slides</p>	<p>£ for MSP Sports as above.</p> <p>£550 for Primary PE Planning scheme.</p>
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<p>Extra after school clubs on offer for each key stage and review of sports provision at lunchtimes- questionnaire evidences girls less confident in sport</p> <p>Access to sports leader training from Minsthorpe</p> <p>Forest Schools to widen the range of activities, following parental feedback – continue to gather parent & child feedback</p> <p>Introduce activities run by external agencies- every lunchtime- MSP Sports</p> <p>Carry out questionnaire for pupils to see what clubs they would like to do</p> <p>Directed time to include after school clubs to increase provision</p> <p>Increase lunchtime activity provision to include different sports and fitness activities</p> <p>Every year group has opportunity to partake in Forest Schools.</p>	<p>Pupils – as they will take part.</p> <p>Staff – as they will deliver after school clubs.</p> <p>Play Leaders – as they will take part in the training from Minsthorpe.</p> <p>Sports Coaches – as they will deliver lunch time clubs.</p> <p>Lunchtime supervisors – as more children engaged during lunch times will lead to less incidents and more time to administer first aid.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</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>MPSES run after school clubs – generally more active children that take part.</p> <p>MPSES run sports and dance lunch clubs.</p> <p>Group of KS2 dancers rehearsed to perform at the Summer Fayre.</p> <p>Positive feedback from OFSTED and pupils about play leaders.</p> <p>Least active children have taken an active part in Forest Schools and pupil voice shows some of these children were inspired to join similar clubs out of school (guides, brownies etc)</p>	<p>£ for Forest school as above.</p>
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<p>Sports teams across Key stage 2 participate in competitive inter school matches.</p> <p>Subscribe to Minsthorpe support</p> <p>Facilities represent the school in a positive manner and are sufficient to host competitive sporting events.</p> <p>Transport, if required, is provided for children to visit other schools for away fixtures.(Part of Minsthorpe offer)</p> <p>Contact local schools to arrange competitive sport fixtures and discuss possibility of creating school league.</p> <p>Order equipment needed to develop sports facilities.</p> <p>Discuss arrangements for fixtures with partner schools and ensure ALL year groups in key stage 2 participate in</p>	<p>Pupils – as they will take part.</p> <p>PE Lead – as they will organize the events.</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>Key indicator 5 – Increased participation in competitive sport.</p>	<p>Inter-schools games participation –</p> <ul style="list-style-type: none"> -5 Towns Cross Country -Minsthorpe Ball Skills -Minsthorpe KS1 Multi-Skills Festival (x2) -Minsthorpe Sports Day Year 2,4,6 -SEND Ten Pin Bowling - 5 Towns Tag Rugby Cup - 5 Towns Multi-Skills Competition (Reception, Year 1, Year 2) - Wakefield Roller Bike Competition <p>Intra-school games –</p> <ul style="list-style-type: none"> -Sports Day -Athlete visit from Anthony Cotterrill Professional Wheelchair Tennis Player <p>Increased pupil participation in tennis games at break and lunch time.</p>	<p>£1500 for Minsthorpe and Five Towns Gold package as above.</p> <p>£2670 for new equipment.</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
Introduction of PE and sports-based lunch time club run by MSP Sports.	Less active children have taken part in lunch time activities where they have been able to take some ownership over what activities they would like to play, developing their interests and have also been exposed to some new sports that they have gained an interest in. Dance club has meant that more children who were not previously active at lunch times are now taking part in physical activity.	Lunch time clubs to continue into 2024/2025. PY – AHT to develop lunch time provision further in 2024/2025.
Dance specialist from MSP leading small groups of KS2 children to practice dance for 30 minutes once a week. Focused on some less active and pupil premium children.	Small groups of less active and pupil premium children in KS2 are meeting the quota for at least 30 active minutes in school on these days and continued to practice dance at home, increasing active time here. Improved confidence in PE for these children as they performed their dance at the Summer Fayre.	Explore if this can continue for 2024/2025.
Athlete Visit from Paralympian Wheelchair Tennis player Antony Cotterill, Summer 2024.	Raised the profile of PE and Sport around school during the run up to the event. All children took part in a 10-minute circuit on	Athlete Visit to take place in Spring/Summer 2025.

Sporting Inspirations introduced as pupil voice in 2022/2023 showed that many children were not able to name key figures in sports other than mostly white male footballers.	Pupil voice shows that children who have been in classes using Rosenshein's slides in lessons were able to name more Sporting Inspirations including those from the PE Progression Grid.	Continue to embed this in 2024/2025.
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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?	57%	<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]?	57%	<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>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? 57%	57%	<i>Use this text box to give further context behind the percentage.</i>
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Signed off by:

Head Teacher:	<i>Mrs K. Gawthorp</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Miss C. Jobson</i>
Governor:	<i>Mrs K. Partridge</i>
Date:	25.07.24