



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 spending, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school needs.

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 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 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>Key indicator 1: The engagement of <u>all</u> 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> <p>Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> Provide a range of activities through further development and implementation of extra-curricular timetable. Increase the number of clubs and activities to increase participation and active minutes. Energy Clubs for KS1 piloted Develop provision for physical activity at lunchtime by; Increasing the amount of active playground resources for activity facilitated by Primary and Secondary Sports Leaders. <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Headline Intended Impact on Pupils – All pupils' personal development will be developed and celebrated.</p> <p>In addition, supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week</p> <ul style="list-style-type: none"> Celebrate and assess the whole child through Physical Education 	<p>More students involved in before school clubs, including early access and free places for students eligible for PP funding paid for by the PSSP.</p> <p>New outdoor basketball hoops increased activity at breaktimes, with a variety of sizes of posts ensuring access for all age groups.</p> <p>Students taking part, both in school and external events featured in the new weekly school newsletter and Head teacher end of term letter.</p> <p>Notice boards featured experiences of all students in pe lessons</p> <p>WIDER IMPACT AS A RESULT</p> <ul style="list-style-type: none"> 100% of Pupils feel proud to be involved in assembles/photos on notice boards etc. which is impacting on confidence and self-esteem – see pupil voice Standards achieved in PE NC are improving with at least 95% achieving end of KS attainment target (ARE). Year 6 – 98% Year 5 – 93% Year 4 – 98% Year 3 – 98% Year 2 – 93% Year 1 – 95% EYFS – 97% 	<p>-50% allocation of support highlights the importance of this key indicator on the health and wellbeing of the whole child as well as clear links to academic performance.</p> <p>-Alter start time of morning clubs to encourage further uptake.</p> <p>-Develop the extracurricular sports club offer to after school clubs, seeking an outside provider accredited by Active Sussex to increase capacity.</p> <p>-Develop provision for physical activity at lunchtime by; Increasing the amount of active playground resources for activity facilitated by Primary and Secondary Sports Leaders.</p> <p>-Collate baseline data - consider targeted activities for the least active.</p> <p>-Less than 10% allocation supported this key area that reflects the importance of the school ethos and values and how this can be used to foster personal development in combination with PE/PA/SS, supported by the PSSP funding.</p> <p>Consider how this can support cover for primary PE lessons when staff are at School Games/external events.</p> <p>-Revisit student voice and baseline data</p>

ensuring strong personal development. Continue celebrations by including PE and School sport in a Celebration assembly every term to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved.

- Promote physical activity outside of school and celebrate with the community.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Headline Intended Impact on Pupils – All pupils will receive 2 hours high quality physical education every week. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.

- To ensure all children are participating in two hours a week of high-quality PE the Quality of teaching and learning in Physical Education, develop a program of CPD for all class teachers.
- Team teaching opportunities to support best practice and non-specialist staff confidence.
- Additional courses/CPD programs for other areas of the curriculum and NQT support.

WIDER IMPACT AS A RESULT OF

- Standards achieved in PE (whole child development) are improving with a minimum 93% achieving end of KS attainment target (ARE) in every year group.

WIDER IMPACT AS A RESULT

- Increased percentage of students say they enjoy PE and Sport and want to get involved in more activities both in school and in the community.
- Teaching staff feel more confident leading new activities and become involved in extra-curricular activities.

to continue to work on plans and intentions that were not realised in the previous academic year.

-Involve:

Primary staff and external club provider in selecting an ensuring weekly celebration of students in PE – ASPIRE Values.

-3% of allocation supported CPD for non-specialist staff.

-In house expertise of subject lead and secondary colleagues would suggest that in internal CPD is more time and cost effective.

--Investigate Swimming qualifications to support curriculum in future years.

-Revisit staff and student voice and baseline data to continue to work on plans and intentions that were not realised in this academic year.

-Ensure that Subject lead has time to support primary teachers who teach PE with learning walks, observations and Bi Termly CPD to support and highlight good practice, monitor level of support and challenge, and introduce physical activity and physical education assessment function.

- Utilise Complete PE platform resources and curriculum Subject Lead support to ensure high quality delivery and consistency of the PE provision.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Headline Intended Impact on Pupils – All pupils will be exposed to new areas of activity. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week

Continue to offer a wider range of activities both within and outside the curriculum to get more pupils involved.

Focus particularly on those pupils who do not take up additional PE and Sport opportunities and girls.

Key indicator 5: Increased participation in competitive sport

Headline Intended Impact on Pupils – Increase the number of pupils participating in an increased range of competitive opportunities. Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week and supporting personal development of all pupils.

Ensure provision of intra and inter school festivals and competitions covers level 1 and level 2 and is inclusive and accessible to all.

- Profile of girls' football raised, building a foundation of visibility for a future legacy within the school.
- Increased percentage of students say they enjoy PE and Sport and want to get involved in more activities both in school and in the community.

By July 2023 the percentage of KS1 and 2 students involved in inter school festivals and competitions increased due to increased internal intra school opportunities as well as the increased opportunities offered by organising and hosting events for the Primary School Partnership

Intra school events -

Football

Netball

Quadkids

Indoor Pentathlon

EYFS, KS, UKS2 and UKS2 Sports Days-

Developed new structure designed to be inclusive with equal access and appropriate support and challenge.

-Hosted and run by student leadership – Sports Champs, Celebration Champs – other invited students.

Interschool events - Hosted and led a series of events for the primary school partnership:

Cross Country

5 a side Football league

Netball

Hockey

13% of allocation supported introduction of new activities. Consider how new activities introduced this year can be accessed by all students and confidence of staff/student leaders in delivery.

Revisit student voice and baseline data to continue to work on plans and intentions that were not realised in the previous academic year.

0% allocated to support this key area, planned activities with an associated cost did not take place.

Revisit student voice and baseline data to continue to work on plans and intentions that were not realised in the previous academic year.

Allocate a % of the PSSP to engage and train leaders from UKS2 and secondary/6th Form to assist with the planning and leading of events. Subject lead to be allocated time and capacity to deliver the training and support events within primary PE curriculum time.

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>-50% allocation of support in the previous academic year highlights the importance of this key indicator on the health and wellbeing of the whole child as well as clear links to academic performance.</p> <p>-Alter start time of morning clubs to encourage further uptake-Develop the extracurricular sports club offer to after school clubs, seeking an outside provider accredited by Active Sussex to increase capacity.</p>	<p><i>Subject Lead: Energy Clubs promoted in Summer 23. Timing updated, commenced Autumn 1.</i></p> <p><i>Subject Lead: Source external provider, liaise with SLT to ensure all procedures are followed for the implementation of an increased extra-curricular offer.</i></p> <p><i>- as they need to lead the activity</i></p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – <i>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>Key indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils.</p> <p>Key indicator 1: The</p>	<p>By July 24: As evidenced by Complete PE's Physical Assessment function, more pupils are meeting their daily physical activity goal. More students taking part in PE and Sport Activities, particularly those eligible for PP who have early access and free places.</p> <p>End of Autumn 1</p> <p>-Low take up from KS1 at some clubs. Not sustainable – capacity required to support subject lead with extending extra-curricular club offer after school.</p> <p>Long term allocation of school funds to subsidise clubs for all students.</p>	<p>PSSP used to subsidise primary sports clubs provided by Sportivate.</p> <p>Max half the cost per session for each student – total cost for Terms -3 to 6. £7,200</p> <p>Student eligible for PP, early access, free place.</p>

<p>-Develop provision for physical activity at lunchtime by; Increasing the amount of active playground resources for activity facilitated by Primary and Secondary Sports Leaders.</p> <p>-Collate baseline data - consider targeted activities for the least active.</p>	<p>--SLT to approve cover implications and addition to CPD timetable.</p> <p>-Lunchtime supervisors: Aware of the safety and expectations of the leaders and the students taking part. Students– as they will take part and lead activities. Subject Lead: provide training opportunities for student leaders - from NGB courses (Dodgeball UK,) The leadership Skills Foundation as well as inhouse, this could be led by a primary practitioner.</p>	<p>engagement of <u>all</u> 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 and more equal experience of a range of sports and physical activities offered to all pupils.</p>	<p>By July 24 more pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities, evidenced through the Complete PE Physical Activity assessment.</p>	<p>YST Chateeze Resource £100</p> <p>The Leadership Skills Foundation - Primary Leaders License £99</p> <p>Cover (Sportivate) for subject lead/primary practitioner to allocate time to developing sports leaders, working with lunchtime supervisors and completing the PA assessment - tbc</p>
<p>-Less than 10% allocation supported this key area in the previous academic year. This reflects the importance of the school ethos and values and how this can be used to foster personal development in combination with PE/PA/SS, supported by the PSSP funding.</p> <p>-Consider how this can be used to</p>	<p>--SLT to approve cover implications and addition to CPD timetable.</p> <p>-All staff that teach PE challenge the personal development of all pupils by:</p> <p>-Celebrate and assess Physical Education in line with Complete PE success outcomes that challenge Physical, Cognitive. Social and Emotional outcomes.</p> <p>-Record both formative and summative assessment using the Complete PE assessment functions for PE/PA/SS & Swimming.</p> <p>-Training for staff on using the Physical Education tracking</p>	<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils.</p>	<p>-Through the addition of the 'champions' book, we predict that by July 2024, more pupils will have been celebrated in our assemblies. This will be a celebration of the whole child – physical, cognitive, social and emotional learning linked to our ASPIRE values.</p> <p>-The notice boards/HT newsletter are full of</p>	<p>Cover (Sportivate) for subject lead/primary practitioner to allocate time to developing sports leaders in their role of raising the profile of PESSPA- tbc.</p> <p>CPD time allocated to train primary staff in completing assessment -tbc.</p> <p>Complete PE membership - £105+VAT</p>

<p>support cover for primary PE lessons when staff are at School Games/external events.</p> <p>-Revisit student voice and baseline data to continue to work on plans and intentions that were not realised in the previous academic year.</p> <p>-Involve: Primary staff and external club provider in selecting an ensuring weekly celebration of students in PE – ASPIRE Values.</p>	<p>functionality on the Complete PE platform so that all units can be assessed, and the Standards achieved in PE NC are improved with at least 95% achieving end of KS attainment target (ARE) in all lessons, not just those taught by the Subject Lead.</p> <p>- Continue to add photo evidence to Year Group display boards.</p> <p>-Develop library of clips for each age group.</p> <p>-All staff that teach PE and all students: Introduce 'Champions' book for all celebrations and comments to be recorded. (Before school, break, lunch, PE, after school all to be included.) With 'success' seen to be physical, cognitive, social and emotional.</p> <p>-Achievements in PE and School sport to be celebrated in assembly and the school newsletter (ASPIRE, house and individual challenges, festival reports, match results + notable achievements in lessons from the Champions Book.) Different classes to showcase PE learning -for example either live or recorded Dance/Gymnastics/Invasion game performance.</p> <p>Subject lead to liaise with class teachers and HBP re timing of these. SL to pass on information to</p>		<p>information about activities/matches/clubs/results and students are keen to get involved.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p>-100% of Pupils feel proud to be involved in assemblies/photos on notice boards etc. which is impacting on confidence and self-esteem – see pupil voice</p> <p>-Standards achieved in PE NC are improving with at least 95% achieving end of KS attainment target (ARE).</p> <p>22-23 data Year 6 – 98% Year 5 – 93% Year 4 – 98% Year 3 – 98% Year 2 – 93% Year 1 – 95% EYFS – 97%</p> <p>23-24 data tbc see below</p>	
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<p>-3% of allocation supported CPD for non-specialist staff in</p>	<p><i>class teachers HBP where she can't be present. Champions book and displays used as evidence. Students to take responsibility for reports, displays.</i></p> <p><i>-Sporting stars display – Students to write up match reports from fixtures and competitions.</i></p> <p><i>-Develop team support role.</i></p> <p><i>-Organise for pupils with sporting stories/successes from outside of school to bring in photos/writing for the display. Included here anything that's a new physical activity</i></p> <p><i>-Use Chateeze resource referenced in Key Indicator 1 to assess and evidence impact of recognition on notice boards/in assemblies/champions book.</i></p> <p>Subject Lead: Research development of school mascot to bring PESSPA to life for students, particularly in EYFS/KS1 and for students with SEND. Seen during YST practitioner support webinar with a primary school in Kent. SLT approve cover and CPD requirements. Subject lead:</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>		<p>Cover (Sportivate) for subject lead/primary practitioner to</p>
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<p>the previous academic year.</p> <p>-In house expertise of subject lead and secondary colleagues would suggest that in internal CPD is more time and cost effective.</p> <p>--Investigate Swimming qualifications to support curriculum in future years.</p> <p>-Revisit staff and student voice and baseline data to continue to work on plans and intentions that were not realised in this academic year.</p> <p>-Ensure that Subject lead has time to support primary teachers who teach PE with learning walks, observations and Bi Termly CPD to support and highlight good practice, monitor level of support and challenge, and introduce physical</p>	<p>-Learning walks, team teaching, running evaluations and observations. Staff record one lesson a term.</p> <p><i>-. use these to assess areas of development, CPD next steps, feedback on good practice and create action plans.</i></p> <p>-along with other secondary subject specialists, engage primary staff in in house best practice CPD once every term.</p> <p>-Carry out staff voice each term.</p> <p><i>--Ensure Complete PE annual membership is paid to ensure quality and quantity of resources for lessons allows for High Quality Physical Education and pupil attainment.</i></p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – <i>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>As a result of a bespoke CPD program</p> <p>- Complete PE support/courses, in house 1-1 CPD, staff insets, courses, interactive SOW clips, team teaching and updating equipment we expect to see impact:</p> <p>We predict that by July 2024, most staff feel confident in teaching Dance and Gymnastics.</p> <p>By July 2024 we predict that all teachers will have experienced in house CPD in at least two areas of the curriculum and that more lessons in these areas being delivered will be good or better.</p> <p>Using Student voice data there will be an increase of enjoyment and consequent activity in pe lessons taught by primary teachers.</p>	<p>allocate time to developing sports leaders in their role of raising the profile of PESSPA- tbc.</p>
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<p>activity and physical education assessment function.</p> <p>13% of allocation supported introduction of new activities in the previous academic</p>	<p>Subject Lead: High quality resources and experiences sought out through DFE best practice providers, Youth Sport Trust,</p>	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – <i>the Chief</i></p>	<p>By July 2024, we predict that: WIDER IMPACT AS A RESULT OF ABOVE -Standards achieved in PE (whole child development) are improving with a minimum 93% achieving end of KS attainment target (ARE) in the activities taught by non specialists in every year group. -Staff voice evidences the impact of High-Quality PE on the pupil's attainment in class.</p> <p>By July 2024, we predict that:</p>	<p>Cover (Sportivate) for subject lead/primary practitioner to allocate time to developing sports</p>
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<p>year. Consider how new activities introduced this year can be accessed by all students and confidence of staff/student leaders in delivery. Revisit student voice and baseline data to continue to work on plans and intentions that were not realised in the previous academic year.</p> <p>-Allocate a % of the PSSP to engage and train leaders from UK2 and secondary/6th Form to assist with the planning and leading of events.</p> <p>-Subject lead to be allocated time and capacity to deliver the training and support events within primary PE curriculum time.</p>	<p>Complete PE, AFPE, Enrich Education</p> <ul style="list-style-type: none"> -Carry out student voice and baseline physical activity assessment. -Plan series of events for all year groups to access new and/or competitive intra experiences across the year. -Provide training opportunities for sports leaders to facilitate the program. 	<p><i>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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 4: Broader and more equal 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><i>All students will have taken part in a new experience and/or competitive experience.</i></p> <p>WIDER IMPACT AS A RESULT OF ABOVE</p> <p><i>- Increased percentage of students say they enjoy PE and Sport and want to get involved as either leaders or participants in more activities both in school and in the community.</i></p>	<p>leaders in their role of raising the profile of PESSPA- tbc.</p> <p>Erich Education- Bespoke Orienteering course and online cross curricular platform: £2600</p> <ol style="list-style-type: none"> 1-Orienteering, Phonics and Editable Maps, Markers, and Installation Pack with Basic Hub Subscription 2-Multi Curriculum (Maths, English, Science, Phonics, Geography and OAA) subscription to School Orienteering and Outdoor Learning Hub 3- On-site marker installation local school 4- 1st4Sport Cross-Curricular Outdoor Learning Training - OnSite <p>Quidditch</p> <p>Lacrosse</p> <p>Dodgeball</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
<ul style="list-style-type: none"> Alter start time of morning Energy Clubs to encourage further uptake Develop the extracurricular sports club offer to after school clubs, source an outside provider accredited by Active Sussex to increase capacity. <i>Liaise with SLT to ensure all procedures are followed for the implementation of an increased extra-curricular offer.</i> High quality resources and experiences sought out through DFE best practice providers, Youth Sport Trust, Complete PE, AFPE, Enrich Education. Provide training for staff on using the Physical Education tracking functionality on the Complete PE platform so that all units can be assessed, and the <i>Standards achieved in PE NC are improved with at least 93% achieving end of KS attainment target (ARE) in all lessons, not just those taught by the Subject Lead.</i> Carry out student voice and baseline physical activity assessment. Plan series of events for all year groups to access new and/or competitive intra experiences across the year. Purchase Erich Education-Bespoke Orienteering course and online cross curricular platform: £2600 including. 	<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – <i>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>Key indicator 4: Broader and more equal experience of a range of sports and physical activities offered to all pupils.</p> <p>Headline Intended Impact on Pupils – All pupils will be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> As evidenced by Complete PE's Physical Assessment function, more pupils are meeting their daily physical activity goal. More students taking part in PE and Sport Activities, particularly those eligible for PP who have early access and free places. <p>-More students involved in before school Energy Clubs and new external provider Sportitude after school clubs across KS1 and 2, including early access and free places for students eligible for PP funding paid for by the PSSP.</p> <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>Actions highlight the importance of these key indicators on the health and wellbeing of the whole child as well as clear links to academic performance.</p> <p>Actions reflect the importance of the school ethos and values and how this focus on personal development in combination with PE/PA/SS, supported by the PSSP funding, contributes to whole child development.</p> <p>-Altered start time of morning clubs to encourage further uptake was successful.</p> <p>-The extracurricular sports club offer for after school clubs extended by seeking outside provider accredited by Active Sussex to increase capacity. The new after-school club offer started in Summer 24.</p> <p>-Student voice sought for Autumn Sportitude extra-curricular active club offer offer.</p> <p>-95% of students in the Year 6 cohort have met the national swimming requirements.</p> <p>Future planning for 24/25-</p>

1-Orienteering, Phonics and Editable Maps, Markers, and Installation Pack with Basic Hub Subscription
 2-Multi Curriculum (Maths, English, Science, Phonics, Geography and OAA) subscription to School Orienteering and Outdoor Learning Hub
 3- On-site marker installation local school
 4- 1st4Sport Cross-Curricular Outdoor Learning on-site training.

- Ensure provision of intra and inter school festivals and competitions covers level 1 and level 2 and is inclusive and accessible to all.

Headline Intended Impact on Pupils – All pupils’ personal development will be developed and celebrated.

Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.

- Students taking part, both in internal intra school events and clubs and external events featured in the new school newsletter and Head teacher end of term letter. Before school, break, lunch, PE, after school included, with ‘success’ seen to be physical, cognitive, social and emotional. Achievements in PE and School sport to be celebrated in assembly and the school newsletter (ASPIRE points, house and individual challenges, festival reports, match results + notable achievements in lessons) Different classes showcase PE learning -for example either live or recorded Dance/Gymnastics/Invasion game performance.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Headline Intended Impact on Pupils – All pupils will receive 2 hours high quality physical education every week.

Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.

- The Quality of teaching and learning in Physical Education has improved with all children are participating in two hours a week of high-quality PE

Ensure Complete PE annual membership is paid to ensure quality and quantity of resources for lessons allows for High Quality Physical Education and pupil attainment.

-Revisit student voice and baseline data to continue to work on plans and intentions that were not realised in the previous academic year.

-Review the curriculum offer as a reflection of the updated PE Department Ethos along with student and staff voice.

-Develop further provision for physical activity at breaktimes by; Increasing the amount of active playground resources for activity facilitated by Primary and Secondary Sports Leaders.

-Unspent allocation from 23/24 is used to pilot the use of external provider to support curricular PE provision in 24/25. Lack of specialist provision in EYFS and KS1 has resulted in the percentage of children meeting the KS attainment targets dropping below 93% for the first time.

-Consider how the PSSP can be used to support cover for primary PE lessons when staff are at School Games/external events.

-Involve students in selecting and ensuring weekly celebration of students

	<ul style="list-style-type: none"> • Team teaching opportunities supported best practice and non-specialist staff confidence. • Complete PE platform resources and curriculum Subject Lead support utilised to ensure high quality delivery and consistency of the PE provision. <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Headline Intended Impact on Pupils – All pupils’ will be exposed to new areas of activity.</p> <p>Supporting the target for all pupils to be active on average 60 minutes a day, 7 days a week.</p> <ul style="list-style-type: none"> • All students have taken part in a new experience and/or competitive experience. • Increased percentage of students say they enjoy PE and Sport and want to get involved as either leaders or participants in more activities both in school and in the community <p>WIDER IMPACT AS A RESULT</p> <ul style="list-style-type: none"> • Standards achieved in PE (whole child development) are improving with a minimum 93% achieving end of KS attainment target (ARE) in the activities taught by non specialists in every year group. • Year 6 – 97% • Year 5 – 93% • Year 4 – 97% 	<p>in PE based on our ASPIRE Values.</p> <p><i>- provide training opportunities for student leaders - from NGB courses (Dodgeball UK,) The leadership Skills Foundation as well as inhouse training, this could be led by a primary practitioner.</i></p> <p>-Ensure that Subject lead has time to support primary teachers who teach PE and to monitor external provider standards with learning walks and observations</p> <p>- Bi Termly CPD for non-specialists to support and highlight good practice as well as monitor appropriate levels of support and challenge.</p> <p><i>-Embed regular cycle of use of the Chateeze resource referenced in Key Indicator 1 to assess and evidence student voice, for example the impact of recognition on notice boards/in assemblies/champions book, development of a program of intra events</i></p> <p>-Research development of school mascot to bring PESSPA to life for students, particularly in EYFS/KS1 and for students with SEND. Seen during YST practitioner support webinar.</p>
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	<ul style="list-style-type: none"> • Year 3 – 98% • Year 2 – 93% • Year 1 – 93% • EYFS – 90% -7% from 22/23 <p>National Child Measurement Programme 2023 summary of results for 139796 - Gildredge House</p> <ul style="list-style-type: none"> • The proportion of Reception children who were overweight or living with obesity (18%) is statistically similar to other schools across England (22%). 22% of Reception children were overweight or living with obesity in East Sussex local authority. • The proportion of Year 6 children who were overweight or living with obesity (19%) is lower than in most other schools across England (34%). 31% of Year 6 children were overweight or living with obesity in East Sussex local authority. 	<p>- Investigate using the PSSP to fund developing swim teacher qualifications to reduce the cost of the curriculum swimming offer.</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?	95%	-
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	93%	<i>The impact of providing the children with three opportunities to swim across KS2 with the final opportunity being an intensive course fully funded by the PSSP for a focus group who have yet to meet the national requirements has contributed to a high percentage of students in the cohort who are able to use a range of strokes effectively.</i>

<p>What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p><i>Our provider, Hydroschool, delivers sessions specifically focused on developing students understanding and practical ability to be able to perform safe self-rescue in different water-based scenarios and highlight those children who are 'deep water safe.' They also develop understanding of the key safety points the children need to be able to help others who may be in difficulty. Complete PE, our primary PE platform has swim safety resources for teachers and children that can be shared in the classroom.</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>Yes</p>	<p>Please see info above</p>

Have you provided CPD to improve the knowledge and confidence of staff to teach swimming and water safety?	No	This has been flagged as an area to be developed on our action plan for the PSSP in 24/25. We have a primary teacher who is a qualified swim teacher and uses her expertise to reduce the cost of the curriculum swimming lesson in Year 3 and 5.
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Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Chloe Taylor. Head of PE</i>
Governor:	<i>(Name and Role)</i>
Date:26.07.24	