



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
More pupils are able to access the hydrotherapy pool as part of their physical activity and enrichment.	All primary aged pupils and those not able to access mainstream swimming due to physical difficulties have accessed the hydrotherapy pool this year. This has seen an increase in water confidence and early swimming skills. It has the additional benefit of improving holistic outcomes of pupil independence in personal care.	Continue with hydro evac training. Develop sharing good practice through staff sharing their knowledge.
To increase number of pupils who can either swim 25 metres or who are safe in the water.	The majority of keystage 3 classes have been able to access a swimming session this academic year. The majority of pupils in upper keystage 2 and keystage 3 have had access to more swimming lessons. This has increased the skills of the pupils and some of our pupils have been able to swim 25 metres. All pupils have developed greater water confidence, developed a sense of wellbeing and self-worth through succeeding. All pupils have increased the amount of physical	Continue with extra swimming sessions. Look at access to safe self rescue training.

<p>To raise the profile of PE and sport as a tool for whole school improvement.</p>	<p>activity they undertake.</p> <p>There is a greater awareness of PE across the school and the PE lead has led training sessions and awareness raising events for staff. Pupil have attended a wide range of competitions.</p> <p>This has been recognised as having a greater impact for our formal pupils but less so for our semi-formal pupils. This has been due to skill level of the sport coaches provided.</p>	<p>Need to develop the curriculum and to provide teaching guidance for all levels of curriculums.</p> <p>Discussed with the provider who will ensure we have coaches who are experienced with all our pupils. Give priority at the beginning of the year to our semi-formal learners.</p>
<p>To develop teacher and TA skills and confidence in delivering multi-sports and PE curriculum.</p>	<p>PE lead has supported teachers within the formal classes and developed their skill in teaching PE. There has been improvements in supporting formal pupils with physical disabilities.</p>	<p>Plan this in to the subject leader/curriculum development release time. Focus on early PE development and how to support learners in our semi-formal curriculum. Raise the profile of MOVE.</p>
<p>Pupils will take part in a range of sports both mainstream and disabled sports.</p> <p>Pupils will develop their enjoyment of physical activity</p>	<p>This curriculum has not been widely used by staff and the feedback suggests that it doesn't meet the needs of all of our learners. There is still a need for considerable adaptation.</p> <p>New equipment has been purchased as needed.</p> <p>Pupils have experienced a wide range of sports through visiting coaches and accessing outside venues e.g. sale sharks, football and tennis</p>	<p>To focus on developing our own curriculum for PE which would build on the skills within the semi-formal curriculum.</p> <p>To identify training for staff on the early development of PE skills for our younger and semi-formal learners.</p> <p>These need to be reviewed to ensure meet the needs of all our pupils and there is equity.</p>
<p>Pupils will have the opportunity to experience alternative sporting activities</p>	<p>All pupils can access the cycling and have all enjoyed this. However the pre-formal learners have found it more difficult.</p> <p>Rebound has had a large impact on our PMLD pupils and those pupils within our structured classes. It has seen an increase in physical activity and development of stamina. It has also seen a</p>	<p>Continue with cycling.</p> <p>Continue with rebound.</p>

<p>Pupils will have the opportunity to represent the school and take part in inter-school competitions</p>	<p>development in communication skills across all pupils. Pupils have attended a variety of sporting competitions both in other mainstream highschoools and in adapted events. We have won a variety of awards.</p>	<p>Continue to attend events.</p>
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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>Hydro evac training</p> <p>Hydro resources</p> <p>Provide an additional swimming session</p>	<p>Staff</p> <p>Pupils – as they will use the resources and be able to access the pool.</p> <p>Pupils as they will have more access to swimming and be able to have more time to develop skills</p>	<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>More pupils meeting their daily physical activity goal,</p> <p>More pupils will develop their confidence in water and their swimming skills.</p>	<p>£500</p> <p>£6000</p>

Manchester City sports programme	Primary generalist teachers in all formal and semi-formal classes.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Primary teachers more confident to deliver effective PE to pupils who are working below age related expectations. All pupils will have experienced a good quality of PE and sports coaching.	£7000
PE Lead is released from school to attend training events and take pupils to competitions- one day of cover per ½ term	All teachers and support staff Pupils- attending competitions.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Teachers are confident in planning appropriate PE lessons for pupils.	£1100
PE lead to audit resources and to purchase new resources that will ensure the curriculum is accessible to all.	Teachers will be able to provide higher quality teaching.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Pupils will enjoy physical activity as it is better targeted at activities they enjoy and there is more availability to adapted equipment.	£500
PE lead will keep abreast of specialist equipment that support disabled pupils taking part in all sports.	All pupils will be able to develop their enjoyment of physical activity.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils		
PE lead will develop an action plan of spend to maintain and				£500

<p>develop the PE equipment.</p> <p>To attend cycling activities at Wythenshawe park.</p> <p>An additional rebound therapy session a week to allow for structured classes and pmlp pupils have physical activities.</p> <p>Pupils to attend competitions for a range of sports both within school, across other schools and across other organisations.</p>			<p>Rebound has had a large impact on our PMLD pupils and those pupils within our structured classes. It has seen an increase in physical activity and development of stamina. It has also seen a development in communication skills across all pupils.</p> <p>Pupils will experience a sense of belonging through representing their school. They will also experience healthy competition.</p>	<p>1200</p> <p>2500</p> <p>1200</p>
	<p>Pupils will have the opportunity to represent the school and experience competition.</p>	<p>Key indicator 5: Increased participation in competitive sport</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

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?	0%	We are a special school for pupils with PMLD, SLD and Physical Disabilities. This impacts on how quickly pupils can learn. Some of our pupils have learnt to swim independently for shorter distances by year 6.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	We are a special school for pupils with PMLD, SLD and Physical Disabilities. This impacts on how quickly pupils can learn. Also due to physical disabilities it may mean that using a range of strokes is not going to be possible.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	We are a special school for pupils with PMLD, SLD and Physical Disabilities. This impacts on how quickly pupils can learn.
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?	Yes/No	We purchase extra swimming sessions to allow for our pupils to have extra lessons during the primary stage.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	Alison Randall
Subject Leader or the individual responsible for the Primary PE and sport premium:	Khadijah Nagra
Governor:	(Name and Role)
Date:	