



The Primary PE and sport premium



Department for Education
Planning, reporting and evaluating website tool



Commissioned by

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"> • Everyone Active, specialist sports coach- delivers weekly sessions to build skills and to engage pupils in regular physical activity. • Expenditure on garden plants to develop an understanding of Health and fitness related to eating healthily. • Staff to take on additional PE training • Forest School at Goodwood race course. 	<ul style="list-style-type: none"> • Pupils have an increased enjoyment of various sports, develop skills at their own pace and level, all experience success as they aim for personal best improvement. • Physical skills using controlled movements and routines, encouraged physical activity during wet play and indoor PE. • created healthy menus and cooked food grown on site • No courses completed but Skills developed from supporting Everyone Active sessions and used in additional PE. • Increased resilience and offers a wider range of activities: exploration walks, den building, mud kitchen. 	<ul style="list-style-type: none"> • Purchase of equipment (Sensory Beam etc) to provide regular varied activity. • £810.09 • Costing £1750

<ul style="list-style-type: none"> • Pupils to experience at least 3 non-traditional sports through the use of internal and external experiences. • Development of cycling skills provision for all pupils. • Ensure there is a good balance of PE delivery from APC staff and external partners. 	<ul style="list-style-type: none"> • Team work, co-operation, resilience, physical skills of balancing and using tools to develop hand-eye co-ordination • Pupils have experienced water sports, OAA style activities and dance. • Improvement of children’s resilience and social skills. • An increase in confidence seen in and out of the classroom, as well as pupil and parental reports of children attending similar activities outside of school as a result of their experiences. Becoming more active, as well as socially and communally engaged. • Pupils were given the opportunity to engage in competitive sports, improving their sense of sportsmanship, teambuilding, and resilience. These skills translated to other areas of the curriculum, and was evident in their social-emotional development. Pupils were provided the opportunity to use state of the art and quality equipment and grounds, promoting a sense of achievement, as well as providing context for sporting ambition and knowledge of sports careers. • Pupils have had the opportunity to use the Burgess Hill site, large playground and field, for cycling confidence. • Everyone active, specialist sports coaching, Tiny Tekkers, Hove Lagoon, Blackland Farm, Goodwood Education Trust, Arundel Castle 	<ul style="list-style-type: none"> • Costing £95.97 (Balancing equipment) • Costing £275.94 (Team based games) • Nintendo Switch accessories to enable more players on the same fitness game £69.99 • Team based activities such as sticky catch mitts, electronic basketball game, skipping ropes costing £179.99 • Costing £57.99 (fitness set), reaction wall £49.99 • Scooters (costing £99.99) • Switch games (£103.96) • Giving the children the opportunity to ride and use the field. Bikes and equipment previously purchased in 22 using PSG. • Costing £6,791.17
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<ul style="list-style-type: none"> • All pupils to experience competitive sport • Ensure sensory equipment is equitable across all primary centres. • All pupils benefit from cross curricular sport to develop skills for life (social skills, self regulation), literacy and numeracy. 	<p>Cricket Foundation, K2 Centre Crawley.</p> <ul style="list-style-type: none"> • Albion in the community • Pupils participate in whole school personal best challenges and whole school sports day. Those children who do not participate in the activities can do other roles such as officiating. • Nintendo switch sports equipment provides sporting opportunities during wet play and golden time when outside and inside sports spaces are not available. • Sensory trail equipment has improved opportunities for limbic regulation, allowing children to progress to higher level emotional regulation. • Increase in offer of sports related books and literature promoted a love for reading, whilst providing opportunities for some reluctant readers to engage with texts. 	<ul style="list-style-type: none"> • Costing £1,400 • Costing £104.99 • Costing £196.40 • Costing £810.09 • Costing £983.46 (Rugby World, Mountain Biking, Match of the Day, Your Horse, 220 Triathlon, National Golfer, The Cricketer).
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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>Development of cycling skills provision for staff.</p> <p>Staff act as role models in sport and are increasingly delivering sport activities in-house.</p> <p>Pupils benefit from staff who are equipped to effectively teach PE.</p> <p>Ensure there is a good balance of PE delivery from APC staff and external partners.</p> <p>Continue to audit, replenish and enhance sports equipment.</p> <p>Blended learning students will access interactive physical activity with purchasing of Mini Nintendo Switches with sports</p>	<p>Staff</p> <p>Impact on pupils from staff</p> <p>Pupils, receiving high quality teaching and use of resources and staff, having a bank of knowledge and resources available.</p> <p>Schools bring in external providers for then staff to magpie ideas and create lessons based from personal research and ideas from others.</p> <p>Pupils</p> <p>To increase participation levels in physical fitness to Blended learning students.</p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>2. Engagement of all pupils in regular physical activity</p>	<p>Staff to become confident in leading on primary PE lesson. Taking ideas and sessions from external providers for longevity and to build a personal PE bank.</p> <p>Building in time, outside of external slots available on timetable for staff to express their learnings.</p> <p>Two slots of physical activity to be built into the school timetable.</p> <p>More active pupils from those not accessing school PE lessons.</p> <p>PE slots to be a mixture of team games and</p>	<p>5% £659.72</p> <p>18% £2,968.74</p>

<p>related games.</p> <p>Further develop options for indoor sports-based activities that can be used at wet play but also to support emotional regulation throughout the day.</p> <p>Ensure sensory equipment is equitable across all primary centres.</p> <p>All pupils benefit from cross curricular sport to develop skills for life (social skills, self regulation), literacy and numeracy.</p> <p>Sport promoted as part of a healthy lifestyle with families.</p> <p>Enhance reading opportunities through access to sports related literature.</p> <p>All pupils to experience at least 3 non-traditional sports through the use of</p>	<p>Both high and low functioning pupils.</p> <p>Pupils but staff to also receive training and gain further knowledge in this field.</p> <p>Pupils.</p> <p>Pupils and pupils families.</p> <p>Pupils.</p> <p>Pupils- traditional sports are easily accessible both internal and external in pupil's lifestyles. Exposing pupils to non-traditional</p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>individual skills.</p> <p>Teachers to share ideas of games and isolated practice skills. What worked, what didn't work, even better if.</p> <p>Burgess Hill, Lancing and Chichester sites start to compete in 'mini leagues' and compare practice.</p> <p>Centres start to come together once a term and pupils are lead by staff from alternative centres.</p> <p>Reading/literacy data is improved.</p> <p>Pupils to experience new sports to break tradition.</p> <p>Pupils to inspire to 'be the</p>	<p>4% £659.72</p> <p>63% £10,390.59</p>
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internal and external experiences.	sports will allow pupils to understand and potentially grow a passion for new sports.		best they can be' in a field/sport which is not commonly seen.	
Whole School Personal Best Challenges. to included Blended learning pupils.	Pupils	5. Increased participation in competitive sport	Pupils to find a sport which they become confident at which transfers to life skills showing that 'it is possible'.	10%
Whole School Sports day, to included Blended learning pupils.	Pupils		Pupils to get self-satisfaction beating personal goals/targets.	£1,649.30
Whole school weekly sports challenge, to included Blended learning pupils.	Pupils		Pupils to take challenges outside of school and continue to development and moving into a club external to school.	
Whole school awards, prizes and league table.	Pupils		Pupils to take ownership in displayers/league tables building personal beliefs and growing as an individual.	
Sports display boards across all primary sites.	Pupils, parents, staff.		Children to aspire to be a professional in a sport which they may not have been given the opportunity to do so.	
Maintain and enhance whole school events such as sports day and cricket.	Main impact on pupils but also allows staff to try and run new events at sports day and learn new skills in offsite provision such as			

	Cricket at Arundel Cricket Foundation.			
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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 – approx costs
<ul style="list-style-type: none"> Everyone Active/Tiny Tekkers - specialist sports coach - delivers weekly sessions to build skills and to engage pupils in regular physical activity. Staff to take on additional PE training 	<ul style="list-style-type: none"> Pupils have an increased enjoyment of various sports, develop skills at their own pace and level, all experience success as they aim for personal best improvement. Physical skills using controlled movements and routines, encouraged physical activity during wet play and indoor PE. Staff have observed and learnt from high quality sports coaching Pupils access at least 2 PE based sessions a week No courses completed but Skills developed from supporting Everyone Active sessions and used in additional PE. Also observed Secondary qualified PE teachers teach Primary PE and received input from PE curriculum lead 	<p>£2600</p>
<ul style="list-style-type: none"> Forest School at Goodwood race course. 	<ul style="list-style-type: none"> Increased resilience and offers a wider range of activities: exploration walks, 	<p>£4000</p>

<ul style="list-style-type: none"> • Pupils to experience at least 3 non-traditional sports through the use of internal and external experiences. 	<p>den building, mud kitchen.</p> <ul style="list-style-type: none"> • Team work, co-operation, resilience, physical skills of balancing and using tools to develop hand-eye co-ordination <ul style="list-style-type: none"> • Pupils have had opportunities such as; Hove Lagoon, Adur Centre, Bowling, golf, ice skating, etc. • Improvement of children's resilience and social skills. • An increase in confidence seen in and out of the classroom, as well as pupil and parental reports of children attending similar activities outside of school as a result of their experiences. Becoming more active, as well as socially and communally engaged. • Pupils were given the opportunity to engage in competitive sports, improving their sense of sportsmanship, teambuilding, and resilience. These skills translated to other areas of the curriculum, and was evident in their social-emotional development. Pupils were provided the opportunity to use state of the art and quality equipment and grounds, promoting a sense of achievement, as well as providing context for sporting ambition and knowledge of sports careers. 	<p>£2000</p>
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<ul style="list-style-type: none"> • Ensure there is a good balance of PE delivery from APC staff and external partners. • All pupils to experience competitive sport • Blended learning students will access interactive physical activity with purchasing of sports equipment and equipment to promote learning during physical activities • Maintain and enhance whole school events such as sports day and cricket. 	<ul style="list-style-type: none"> • Everyone active, specialist sports coaching, Tiny Tekkers, Hove Lagoon, Goodwood Education Trust, Arundel Castle Cricket Foundation. • Successful Sports Day run for all Primary pupils • Arundel Castle Cricket Foundation days • Increased engagement in physical learning activities • Blended learning team have a bank of equipment that they can take on home visits to promote physical activity • Arundel cricket, Primary Sports Day etc 	<p>£1200 £600</p> <p>£2400</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?	25%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%10	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>0%</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>No</p>	<p>Due to the nature of our school, an SEMH short term education provider, we do not have the ability to take pupils off site for swimming. For example, our nearest swimming pool is 30 minutes away and our timetable is condensed so are unable to offer swimming.</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:	Name
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jemma Lyons, Director of Learning
Governor:	Name and Role
Date:	October 2024