



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 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
<p>Active Break Times Raise active participation in physical activity during school which includes break/lunch times and movement breaks</p>	<ul style="list-style-type: none"> • Provide a broad experience of a range of activities during break and lunchtimes • Enable pupils to be physically active for a period of 30 minutes or more each day • Monitor experiences of sports and complete surveys/questionnaires about enjoyment and further opportunities • Provide opportunities for all students to be able to take part in lunch time clubs • Increase pupil participation in competitive sporting events and festivals • Engage all pupils in regular physical activity • Provide opportunities for less active students to engage in activities that they enjoy 	<p>Different campuses to purchase resources to make break/lunchtimes more active</p> <p>Continue discussions with school council ideas and equipment to help encourage students to be more active at break times</p> <p>Continue to develop ideas and activities for active break/lunchtimes – PE Lead to look at setting up lunch time clubs to be run by staff</p> <p>Address issues which have arisen, for example, appropriate staffing of clubs</p> <p>2023/24 - continue to purchase resources as and when needed to ensure that new and additional activities are able to continue and be provided in schools curriculum and after school club provisions</p>

		2023/24 - support after school club activities
Health and Wellbeing Week, Arts Week and Sports Week, National School Sports Week events to provide opportunities for pupils to participate in sport and outdoor activities	<ul style="list-style-type: none"> • Provide regular updates to highlight the success of our students and celebrate their achievements 	<p>PE Leads to continue to research resources for Health & Well Being Week, Sports Week and Arts week for 2023/24</p> <p>Curriculum Sports Week 2022/23 ran from Monday 25th – Friday 30th June for ALMA, VITA and PNC Curriculum Classes</p> <p>PE Department to continue Celebration Assemblies in 2023/24</p> <p>Raise profile of PESSPA across the school through varied events, opportunities and competition to allow students to have new experiences during Health and Wellbeing week, Arts Week and Sports Week</p>
Introduce new sports and physical activities, sporting role models to encourage more pupils to take up sport and physical activities	<ul style="list-style-type: none"> • Inspire students and increase pupil participation in physical activities using Para Olympic Role models • Increase interest in sport and a healthy lifestyle • Provide a broad experience of a range of sports and activities 	<p>2023/24 National Schools Sports week was a great success. PE Leads to try and make National Schools Sports Week an annual event for the promotion of new nontraditional sports and physical activities</p> <p>PE leads to expand National School Sports week to all campuses in 2023/24</p> <p>PE Coordinator to research into possible new opportunities for extra-curricular clubs during lunch time and after school club</p>

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>1.Active Break Times</p> <p>Raise active participation in physical activity during break/lunch times and movement breaks</p>	<p>PE Lead will need to purchase resources and equipment</p> <p>SMLT to organise staff to support students during and staff during movement breaks, breaks, lunches and after school club</p> <p>Staff to support students</p> <p>Pupils will be taking part in activities during movement breaks, breaks, lunches and after school club</p>	<p>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</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities</p> <p>New equipment purchased and old equipment replenished when needed</p> <p>This new equipment has been used regularly during PE lessons, playtimes and extra-curricular clubs and activities</p>	<p>£10,000 costs for purchasing resources and equipment to support physical activity during the school day and after school club</p>
<p>2.Maintain and improve staff professional development, mentoring, training and resources to help them teach PE and sport more effectively</p>	<p>PE Leads to investigate costs of courses for staff</p> <ul style="list-style-type: none"> • afPE Level 5 and 6 courses for PE Leads and new PE HLTA at different campuses • Bikeability Instructor Course • Archery Course 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>PE Staff more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result help to improve pupil's attainment in PE</p>	<p>£2,000 to undertake CPD</p> <p>(Did not take place in this reporting year)</p>

<p>3. PE Staff to deliver PE lessons in a range of activities and sports over a 2 year rolling program with a different sport/activity each half term over the academic year</p>	<p>PE staff have covered a wide range of sports across the academic year: Basketball, football, tag rugby, hockey, cricket, gymnastics, badminton, dodgeball, handball, tennis and health related exercises</p> <p>Long term plans to ensure different appropriate sports and physical activities are covered across campuses and curriculums</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Monitor the delivery of sports and activities over the academic year, taking into consideration the rolling 2 year program for PE and Physical Activity</p> <p>Expand curriculum to include; netball, rounders, table tennis, seated volleyball, Boccia and New Age Kurling</p>	<p>PE Lead to continue to research opportunities in the local area for new sports/activities</p> <p>Archery Instructor Course - £500 x 2 Instructors (Did not take place in this reporting year)</p>
<p>4. Ensure that all campuses and curriculums are able to hold inclusive sports days to provide sporting and competitive opportunities and whole school events</p>	<p>PE Lead to add Sports Day to the whole school events calendar. Parents to be invited to attend to Sports days</p> <p>Ensure whole school events continue to evolve to be as inclusive as possible to engage with all students and their needs</p> <p>Autumn (TBC) Spring (Fun Run – Sports/Comic Relief) Summer (Sports Days x 6)</p>	<p>Key indicator 1: The engagement of all 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>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Students across curriculums and campuses were able to partake in inclusive sports days supported by parents</p>	<p>PE Lead to research cost of medals for sports days - £100</p>
<p>5. Introduce Bikeability provision to allow students to undertake cycling sessions.</p>	<p>PE Lead to research Bikeability courses, providers and courses.</p> <p>PE Lead to meet with SMLT to discuss purchasing of suitable cycling equipment, storage and timetabling of sessions</p> <p>PE Staff to lead Bikeability sessions</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>PE staff to undergo Bikeability training to allow for sustainability</p> <p>With training PE staff will be able to offer will be able to offer learn to ride level 1 and level 2 Bikeability courses</p>	<p>Cost of adapted Bicycles and Scooters - £3,000 Equipment to support - £500</p> <p>Bikeability Instructor Courses @ £1,600 for 2 Instructors (Did not take place in this reporting year)</p>

<p>6. Support of After School Club Activities – Dance and Drama Teacher</p>	<p>PE Lead to meet with ASC Lead to discuss the hiring of qualified specialist teachers.</p>	<p>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.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Provide opportunities for less active students to engage in activities that they enjoy</p> <p>Increases interest in a healthy lifestyle</p> <p>Contributes towards the engagement of all pupils in regular physical activity</p>	<p>Cost of hire of qualified specialist Dance and Drama teacher- £2,800 for the year</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
<p>1.Active Break Times Raise active participation in physical activity during break/lunch times and movement breaks</p>	<ul style="list-style-type: none"> • Provide a broad experience of a range of activities during break and lunchtimes • Engage all pupils in regular physical activity for a period of 30 minutes or more each day • Monitor experiences of sports and complete surveys/questionnaires about enjoyment and further opportunities • Provide opportunities for less active students to engage in activities that they enjoy 	<ul style="list-style-type: none"> • Continue discussions with school council, students and staff about ideas and equipment to help encourage students to be more active at break times • Updating of PE equipment • Athletics and Sports day equipment • Replacing playground equipment • Inspection and repair of gym equipment • Continue to develop ideas and activities for active break/lunchtimes – JS to look at setting up lunch time clubs to be run by staff • Address Issues which have arisen for example appropriate staffing of clubs • PE Leads to meet with SGO Sarah Dunsford and establish links with other local clubs • Continue to purchase resources as and when needed to ensure that new and additional activities are able to continue and be provided in schools curriculum and after school club provisions

<p>2. Staff CPD Maintain and improve staff professional development, mentoring, training and resources to help PE Staff teach PE and sport more effectively</p>	<ul style="list-style-type: none"> • PE Leads across campuses attend a number of webinars organized by Youth Sports Trust • PE Lead will continue to work closely with the TAs and they will be included in staff meetings and professional development days with the focus being on effective support in all PE lessons and beyond • As a result of confident and knowledgeable support from TAs most pupils, irrespective of their special educational needs and disabilities make excellent progress in line with their prior learning and ability 	<ul style="list-style-type: none"> • PE Lead to research, maintain and improve staff professional development, mentoring, training and resources to help them teach PE and sport more effectively • PE Lead to be allocated on-going staff meeting time once per year; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed • PE Lead to look to undertake afPE Level 5 and 6 accredited courses in order to up-skill his own knowledge and understanding so he can confidently disseminate to all staff, thus increasing their knowledge and confidence • PE HLTAs to look to undertake afPE Level 5 accredited courses in order to up-skill their own knowledge and understanding increasing their knowledge and confidence
<p>3. PE Curriculum PE Staff to deliver PE lessons in a range of activities and sports over a 2 year rolling program with a different sport/activity each half term over the academic year</p>	<ul style="list-style-type: none"> • PE staff have covered wide range of sports across the academic year: Basketball, football, tag rugby, hockey, cricket, gymnastics, badminton, dodgeball, tennis and health related exercises 	<ul style="list-style-type: none"> • PE Lead to continue to purchase resources as and when needed to ensure that new and additional activities are able to continue and be provided in schools curriculum and after school club provisions • PE Leads to ensure that long term plans differentiate appropriate sports and physical activities to be covered across campuses and curriculums

<p>4. Whole School Events Ensure that all campuses and curriculums are supported to hold inclusive whole school events and sports days</p>	<p>Spring</p> <ul style="list-style-type: none"> • A whole school event, The BIG Move, was held at Winton Rec in aid of Comic Relief. Different campuses were able to attend the event. <p>Summer (Sports Days x 6)</p> <ul style="list-style-type: none"> • During the summer, several successful sports days were held, with parents invited to attend at different campuses • Pupils from different campuses were provided the opportunity to take in a range of personalised activities to a level of need in competitive environments 	<ul style="list-style-type: none"> • PE Team to continue to run termly whole school events • PE Team to think about a whole school event for Autumn Term of 2024/25
<p>5. Youth Sports Trust Membership Continued YST membership to ensure access to specialist and expert support, thus keeping the school fully up to date</p>	<ul style="list-style-type: none"> • Due to the wide-ranging expertise within YST which is readily available to members, all pupils benefitted from knowledgeable and confident staff who are now kept up to date with all developments. The subject leader, the staff and most importantly the pupils now keep ahead of all developments. 	<ul style="list-style-type: none"> • Membership will be renewed each year from the school budget if PE and Sport funding is discontinued



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?	11.5%	Linwood School uses BH Live Stokewood Road Leisure Centre for swimming lessons. During the year students from 3 different campuses have accessed swimming lessons. Challenges which were encountered were staffing and transport issues. Classes of students were of mixed ability and various ages with some swimmers having never attended lessons before and some who attend swimming lessons outside of school
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke?	8%	The cohort for Academic Year 2023/24 was made up of a range of students from Yr4 -Yr6.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	8%	With such a wide variety of abilities in each group, safe self-rescue is differentiated for all of our swimmers. The more water confident students are able to perform self-rescue and less confident students are supported in the water by adults
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?	No	Research into providing top up lessons has taken place but there are many barriers to overcome when looking to provide the extra support.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Qualified Swimming Instructor staff from Linwood school are used to teach lessons. CPD for staff assisting in the water would be beneficial.

Signed off by:

Head Teacher:	<i>Gemma Talbot</i> 
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Justin Stow – PE Lead</i> 
Governor:	<i>To be presented to the Finance and Management Committee in Autumn 2024</i>
Date:	<i>19/07/2024</i>