



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
Healthy breakfast is offered to all pupils either through attendance and breakfast club prior to the school day or with grab and go breakfast on arrival.	Reduction in number of pupils starting the day hungry. Pupils are now able to help themselves to breakfast even if unable to get here early. Reduction in stigma as open to all	National breakfast contributions 2023/4 approx £1000. We would like to continue to subsidise this initiative as it is having a positive effect on the children and learning.
All pupils in y3-6 have received 3HT of swimming provision. Y5/6 HT1/2/3 Y3/4 HT 4/5/6	100% of all Y6 have completed 25m, gained proficiency in a variety of strokes and performed safe self-rescue	We plan to continue to invest in swimming as we incredibly proud of the 100% reaching NC standard. A high % of our children start as non-swimmers and this investment significantly impacts the progress they make.
A range of sports competitions offered to boost participation and physical literacy. Additional staffing costs to ensure staffing. Transport costs for Trust staff attending to support LBJA	Pupils have the chance to represent their academy in competitions and feel a sense of togetherness when representing their academy. These reinforce and further enhance learning which they have completed in PE lessons	A wider range of events will be targeted for next year following changes in staffing structure and increasing capacity to extend external events.

<p>Extend the range of equipment in school to ensure full coverage of the Long term Curriculum plan. Replace old, lost and incomplete equipment to ensure PE remains adequately resourced for effective whole class teaching.</p>	<p>Monitoring and evaluation evidences that PE lessons are well resourced across a range of activities ensuring a broad and varied curriculum with maximum pupil engagement. Identified by OFSTED as a strength. All equipment will be stored properly to ensure longevity.</p>	<p>This requires annual program of replenishment due to lost or worn out, broken equipment. SB to audit what needs replacing and speak to staff and children about active play and the equipment they enjoy playing with.</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
Ensure that all children have access to a Healthy Breakfast	All pupils	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	All pupils to have access to either before school breakfast club (chargeable for childcare) Or grab and Go breakfast bagels on arrival (no charge) All children fed, sustained and energised for the days learning and physical activity	£1000 membership to scheme and costs Pupils not charged for food only child care costs for staffing
Sensory circuits	Staff and pupils	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	Following breakfast club, additional staffing allows pupils too attend sensory circuits as a form of additional physical activity to start their day in a health positive way to support SEMH needs and encourage health exercise and wellbeing	£900
A range of extra-curricular sports clubs to be provided throughout the whole academic year with options for KS1 and KS2	Sports coaches school staff according to need to lead sessions pupils – as they will take part.	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. Pupils have the opportunity to take part in a range of sporting and healthy lifestyle clubs delivered by academy staff. Continue to monitor the uptake of clubs. Collate pupil voice regarding their interest in different clubs. Ensure we	£1500 costs for additional coaches to support afterschool sessions and TA costs for after school sports sessions

			provide a broad range of clubs that link to pupil interest.	
Sports provision and supervision at lunchtime providing a range of sports experiences, games and physical activities	External coaches Pupil participation	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. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils receiving training as playground buddies. Affiliation to the sports partnership. PE meetings and leadership advice and forums. Events and competitions	£3000
Mini Leader training for Y5/6 pupils in order to lead playground games. Funding covers release time of staff and additional resources.	Pupils.	Indicator 5 Increased participation in competitive sport Pupils have greater confidence in leading activities	More pupils at playtimes are engaging with games. Raised activity levels and engagement of pupils Continue to implement playground leaders, providing training in order to sustain and improve further the playground leaders.	£300

For staff to be confident in leading PE and in developing teaching staff in order that they have the subject knowledge and skills to deliver outstanding PE lessons.	Primary generalist teachers.	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, and as a result improved % of pupil's attainment in PE.	£3700 for all staff to undertake CPD.
Extend the range of equipment in school to ensure full coverage of the Long term Curriculum plan. Replace old, lost and incomplete equipment to ensure PE remains adequately resourced for effective whole class teaching.	Pupils, teaching staff and support staff	Key Indicator 2- The profile of PESSPA being raised across the school as a tool for whole school improvement	There is sufficient equipment for all pupils to engage well within lessons and develop their skills. Conduct a thorough audit of current stock of equipment and carefully compile a specific list of anything further that will enhance the learning and positive experiences for pupils in PE. Ensure it is fit for purpose	£1500
CPD Provide CPD for MDS/TA staff. Funding covers release time for staff and payment of additional hours.	MDS/Support staff	Indicator 3 Increased confidence, knowledge and skills of all staff in teaching PE and sport	Continue to provides training/CPD for MDS/TA staff to further develop playtime and lunchtime team sports and encourage further in school competitions.	£500

<p>Playground equipment Annual replenishment and restock of small items for daily play activity.</p>	<p>All pupils</p>	<p>Key Indicator 2- The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Purchase of play items to ensure pupils have a range of physical activities to chose from during break and lunchtimes. Pupils able to extend their physical skills and consolidate those learnt in lessons.</p>	<p>£650</p>
<p>EYFS equipment Further enhance EYFS outdoor equipment to develop core strength and fine and gross motor skills</p>	<p>EYFS pupils</p>	<p>Key Indicator 2- The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Enhance the outdoor provision within EYFS to ensure that they are active and have specific equipment for their ability. Continue to listen to the children and build on their physical skills through play</p>	<p>£850</p>
<p>Develop the provision for SEND pupils to ensure full access to the curriculum. Range of resources purchased to increase development of fine and gross motor skills, encourage seating and posture and develop inclusion strategies for pupils with SEND</p>	<p>SEND pupils</p>	<p>Key Indicator 2- The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>SEND pupils have the right resources in order for them to access the PE curriculum. Continue to purchase and renew resources as necessary to ensure all SEND pupils have access to the PE curriculum. Continue to further develop £300 Created by: interventions to aid learning for SEND pupils. Fidget toys, seating supports, manipulatives to increase hand strength available for pupils as required and in use in classes to support where necessary.</p>	<p>£490</p>

<p>A range of sports competitions offered to boost participation and physical literacy. Additional staffing costs to ensure staffing. Transport costs for Trust staff attending to support LBJA</p>	<p>Pupils monitored through participation</p>	<p>Key Indicator 5 - Increased participation in competitive sport</p>	<p>Pupils have the chance to represent their academy in competitions and feel a sense of togetherness when representing their academy. These reinforce and further enhance learning which they have completed in PE lessons</p>	<p>£1500</p>
<p>Maintenance of school grounds, playing field and marking lines for PE lessons, after school clubs and sports days</p>	<p>All pupils, teaching staff, support staff, MDS</p>	<p>Indicator 4 Broader experience of a range of sports and activities offered to all pupils</p>	<p>Grass has been kept short and clear line markings have been in place, enabling pupils to gain a greater understanding of specific game rules and guidelines e.g. remaining in lanes for athletics</p>	<p>£1000</p> <p>Total £16,890</p>

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>Healthy breakfast is offered to all pupils either through attendance and breakfast club prior to the school day or with grab and go breakfast on arrival.</p>	<p>Reduction in number of pupils starting the day hungry. Pupils are now able to help themselves to breakfast even if unable to get here early. Reduction in stigma as open to all pupils as either breakfast club or Grab and Go</p>	<p>All pupils can now access breakfast due to the two pronged approach with breakfast club which includes early arrival and childcare before school, and the grab and go breakfast available to all on arrival into class. This has reduced stigma around the provision of breakfast.</p> <p>Books and brekky has also been introduced termly to encourage parents to join us for breakfast reducing that further.</p>
<p>Sporting and physical activities have been provided in addition to the PE curriculum through a range of sports clubs, sensory circuits, daily mile, lunchtime clubs and sporting activities At break time. Extra-curricular sports club has been provided throughout the whole academic year with options for all children from FS2 to Y6</p>	<p>Pupils have had opportunities to access after school, gymnastics, multisport, Agility, balance and coordination, dance, Zumba and ball sports over the year. This has been attended by up to 20 pupils at a time and has effectively targeted PP students to boosting their attainment in PE alongside the curriculum with approx. 40% PP attendance on average at extra curricular sports clubs</p>	<p>These have been offered to all pupils with the exception of nursery pupils due to age and ratio requirements. They have been either free or subsidized to maximise opportunity and takeup, and have been very popular.</p> <p>Continue to offer a broad range of extracurricular after school clubs next year. Continue to collect pupil voice in order that clubs are based on pupil interest. Continue to monitor the take up of extracurricular clubs to ensure they are accessed by all pupil groups. Continue to allocate funding for transport to enable pupils to attend sporting competitions and events.</p> <p>Increase number of events attended in next academic year.</p>

<p><u>Staff CPDL</u></p> <p>Throughout 2023-24 staff have received some CPD from visiting sports coaches in order to make initial preparations for leading PE internally from 2024 - 2025 Teaching staff voice has commented on becoming deskilled in PE and wishing to teach PE to their own classes. Current external provision has been subject to frequent changes in staffing reducing recent consistency in teaching.</p>	<p>Staff have taught PE alongside PE specialists in order to begin to upskill teaching staff in PE skills, activities and areas of learning.</p> <p>Lunchtime sports activity provision 1 day a week.</p>	<p>For a number of years PE had been externally provided. Staff voice had shown that staff wished to teach this themselves and the current provision had given rise to an increase in disturbances to staff PPA due to behavioural issues with limited experience of the current provided staff. Combining the teaching provided behavioural support and valuable CPD for all staff this year in preparation for teaching PE in future.</p> <p>CPD needs will be assessed further if needed for 2024-25 through staff voice. Use outcomes of monitoring to identify training needs.</p>
<p><u>PE equipment</u></p> <p>Extend the range of equipment in school to ensure full coverage of the Long term Curriculum plan.</p> <p>Replace old, lost and incomplete equipment to ensure PE remains adequately resourced for effective whole class teaching.</p>	<p>Monitoring and evaluation evidences that PE lessons are well resourced across a range of activities ensuring a broad and varied curriculum with maximum pupil engagement. Identified by OFSTED as a strength. All equipment will be stored properly to ensure longevity.</p>	<p>There is sufficient equipment for all pupils to engage well within lessons and develop their skills. Conduct a thorough audit of current stock of equipment and carefully compile a specific list of anything further that will enhance the learning and positive experiences for pupils in PE. Ensure it is fit for purpose.</p>
<p><u>Playground equipment</u></p> <p>Replenished play time equipment</p> <p>Ensure adequate resources of play equipment are available for playtime to increase positive engagement in sport and reduce issues</p>	<p>Range of resources purchased to increase playtime activity</p> <p>All pupils have access to a range of equipment.</p> <p>This will be stored properly to ensure longevity.</p>	<p>Ensure that equipment is safe to access the curriculum such as mats. Health and safety is paramount.</p>
<p><u>EYFS</u></p> <p>Range of resources purchased to increase active play opportunities during continuous provision.</p>	<p>Pupils have increased range of building climbing and cycling equipment to enhance gross motor skills. It will be stored properly to ensure longevity.</p>	<p>SEND pupils have the right resources in order for them to access the PE curriculum. Continue to purchase and renew resources as necessary to ensure all SEND pupils have access to the PE curriculum. Continue to further develop interventions to aid learning for SEND pupils.</p>
<p><u>SEND equipment</u></p> <p>Range of resources purchased to increase development of fine and gross motor skills, encourage seating and posture and develop inclusion strategies for pupils with SEND</p>	<p>Fidget toys, seating supports, manipulatives to increase hand strength available for pupils as required and in use in classes to support where necessary.</p>	

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?	100%	All pupils who attend LBJA throughout KS2 are offered swimming lessons for 3 half terms each year throughout Y3-6 Year 3/4 attend from Feb to July Year 5/6 attend from Sept to Feb and any Y6 who need further sessions continue from Feb to July as necessary.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	100%	All pupils were able to demonstrate satisfactory effectiveness of different strokes by the end of their swimming sessions. These may have differed slightly in level of skill but were considered to be of a satisfactory standard over a sufficient distance of at least 25m+ by the assessing pool staff

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>100%</p>	<p>All Y6 demonstrated safe self rescue in a pool based situation to the satisfaction of the pool teaching staff.</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/No</p>	<p>Over recent years it has been the policy of LBJA to provide swimming for year 3/4 and for year 5/6 for 3 out of 6 terms each. This means that the pupils have chance to build on and consolidate their swimming skills and confidence and ensures a higher rate of success and 25m+ by the end of Year 6. Year 5/6 also have swimming lessons in the first half of the year ensuring that any Y6 wo need to continue to take part after February half term to achieve their 25m badge are able to do so. All Y6 pupils had achieved this by Feb 2024</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>Yes/No</p>	<p>During this academic year all staff taking pupils swimming were experienced in leading groups and working with staff from the pool to teach lessons to a variety of swimming abilities. However recent staff changes mean that this will not be the case moving forwards and CPD for staff will need to be factored into the Sports Premium spend for 2024- 2025 with new staff taking over these roles.</p>
--	---------------	---

Signed off by:

Head Teacher:	<i>Sarah Bacon</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sarah Bacon – Principal and PE Lead</i>
Governor:	<i>Lucy Freestone</i>
Date:	14 th June 2024