



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 |
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| <ul style="list-style-type: none"> To continue to promote the importance of being fit and having a healthy lifestyle to children by offering children the opportunity to take part in the Marathon Kids U.K. programme at St. Barnabas C.E. Primary School. | <ul style="list-style-type: none"> The children who attended the London Marathon trip spoke in assembly about the experience, showed their medals and were enthusiastic which in turn inspired other children to sign up for the extra-curricular club. We made the extra-curricular club free for children to attend which gave targeted groups such as PP, FSM and SEND the ability to attend. | <ul style="list-style-type: none"> As a result of the success of Marathon club in school, we entered the ballot for the Mini London Marathon and were successful in having 50 entries to the event. |
| <ul style="list-style-type: none"> To buy new sports equipment in order to offer a variety of new Inclusive Sports including; Boccia, Goalball and New Age Kurling to engage Free School Meal children and children with a range of SEND requirements, through indoor P.E. lessons, and also extra-curricular activities. | <ul style="list-style-type: none"> All of the children in the school have now had the opportunity to use this new Inclusive Sports equipment. The children in the classes and extra-curricular clubs who have used it have really enjoyed using it. It has helped them to improve their spatial awareness and motor co-ordination skills, as well as their ability to work well as part of a team. This equipment has also helped these children gain confidence and enable them to use | <ul style="list-style-type: none"> As a result of the popularity of these sporting activities we plan to introduce an intra-house competition, after-school clubs and look into further CPD for staff. |

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| | these improved skills when interacting with other children during play times and lessons. | |
| <ul style="list-style-type: none"> To continue to provide transport to and from these various different sporting events during school time, as well as outside of the normal school day in order to allow as many children as possible throughout the school the opportunity to take part in them. | <ul style="list-style-type: none"> The pupils can now represent the school in a way that demonstrates our school values and expectations. This has helped our children to know what is expected of them and to prepare them for further opportunities as they progress through the school. | <ul style="list-style-type: none"> We plan to expand this offer and attend events that not only offer competition for those more able but also festival/participation events that maybe targeted at our less active pupils. |

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 |
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| <p>CPD for Teachers responding to staff survey on confidence and competence</p> <ul style="list-style-type: none"> Swimming CPD for 2 x members of PE team Whole staff Dance and OAA Tennis x1 Gymnastics x2 Team teaching for Year 3 staff from Dancefest | Primary staff and the children | <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport (Swimming).</p> | <p>Primary teachers are more confident to deliver effective PE lessons. As a result the children have enjoyed lessons more and had a deeper understanding of key skills. This has also led to increased numbers of children accessing extra-curricular clubs.</p> <p>Staff more confident teaching water safety and swimming and as a result improved % of pupil's attainment in PE and meeting the national curriculum requirements.</p> | <p>£1500 – Worcester City School Partnership Support</p> <p>£120 – ECT PE Day</p> <p>£317.94 – Supply cover for CPD</p> |
| Introduce enhanced play opportunities at lunchtime through the OPAL scheme | <p>Pupils – will take part in a variety of activities and older pupils will have opportunities to lead and plan</p> <p>Lunchtime staff – they will lead the activities</p> | 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. | <p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Members of SLT, PE lead, Lunchtime staff have been to observe the scheme at a local school. The first</p> | <p>£5,895 cost for bespoke support to implement the lunchtime scheme.</p> <p>Purchasing Resources for OPAL opportunities £2705.94</p> |

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| | | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | steps to implementing the scheme have been taken. Resources such as Ultimate Frisbee equipment and other outdoor games suitable for all age groups to play together, loose parts for constructing obstacle courses, skipping ropes and more. | |
| Offer a broader range of extra-curricular clubs through the use of internal/external coaches and organisations. Purchasing equipment | The children. | Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils. | Using our existing PE team of specialist coaches we have run 26 after school club sessions. This has benefitted Y1-6 and has included a range of sports and activities. We also ran 2 terms of gymnastics and 1 term of dance as an after school club led by local community clubs. This helped to signpost the children to opportunities available to them in the local community. | £4, 715 – Coaching costs £80.79 – Equipment |
| Increase opportunities for children to participate in local and county competitions and festivals. External events – Worcester City Runs | The children. | Key indicator 5: Increased participation in competitive sport Key indicator 4 - Broader experience of a range of sports and activities offered to all pupils. | Through our membership to the Worcester City Schools Partnership, School Games and links with local high schools we have been able to participate in 29 competitions and festivals. This has allowed 419 | £3,487 – Transport costs £333.33 – Worcester City Runs £240 – Competitions £195 - Medals |

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| <p>Rewards for intra-house competitions</p> | | | <p>children to have a broader experience of sports and activities.</p> <p>This has supported pupils to build confidence in different situations, e.g visiting the local high school to aid anxieties associated with transition. Visit local sporting facilities to raise awareness of local clubs and opportunities that they can access. Building their abilities to problem solve, work collaboratively and increase confidence in communication. This has also helped to enhance their sense of belonging when representing their school and the image of what the St Barnabas values are in real life situations.</p> <p>Offering a subsidised entry to the Worcester City Runs Junior event in Sept 2023 (60 Children) led to an increase in numbers at our extra-curricular marathon club (125 children) and numbers for the Worcester City Runs 2024</p> | |
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| | | | event (101 children). | |
| <p>Leadership training and development for children.</p> <p>Sports Crew training for Sports and House Captains in Year 6.</p> <p>Leadership in Sport</p> <p>Kho Kho event – Year 5</p> | The children and their peers. | Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement | <p>The Sports Captains led whole school assemblies, supported delivery of house cross-country and sports day events. This gave them the opportunity to contribute to the wider life of the school community and also develop transferable skills. They were able to use the Oracy framework to enhance the delivery of explanations during these activities.</p> <p>The children that went to the event came back with increased confidence, the knowledge to explain the game to their peers and a desire to implement what they had learnt back at school.</p> <p>This pupil voice resulted in the introduction of an extra-curricular club which was led by the children and facilitated by staff.</p> | Cost included in our Worcester City School Sports Partnership. |

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 |
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| <p>CPD for Teachers responding to staff survey on confidence and competence</p> | <p>Whole staff CPD sessions on Dance and OAA allowed everyone to hear the same key messages. This then allowed for year groups to plan a sequence of learning using the knowledge they had gained for both skills and vocabulary progression. By working together staff were able to have professional discussions which allowed confidence in Dance delivery to increase.</p> <p>By engaging the pre-school staff and upskilling them they are better equipped to deliver physical development activities this supports the children. The children who will transition to Reception in September were also able to experience our school hall and meet staff informally.</p> | <p>I began the year by reviewing the CPD of all staff over the last 5 years. This then allowed me to identify where the needs of our staff were both individually and as a whole staff. I plan to review confidence and competence levels at the start of the next academic year taking into consideration new staff and ECT's and will tailor my plan accordingly.</p> <p>We have also used our coaching specialists to develop the skills of our pre-school staff by facilitating CPD for them.</p> |
| <p>Marathon Club</p> | <p>We expanded our extra-curricular marathon club to include more year groups. We also made this club free to attend in order to enable all children to participate.</p> <p>We expanded the club to Year 1-2 and 3-6 so they could all participate over 2 sessions in the week. By doing this we increased numbers attending. 60 children last year rose to 125 this year.</p> <p>We have also raised the profile of running through events such as the Virtual Mini London Marathon. The whole school worked together over the week to complete a marathon distance and at the end of the week completed the last lap together.</p> | <p>One of the biggest successes of this has been the engagement of our children. It has been particularly successful in engaging our children with EHCP and SEND needs, giving them the opportunity to participate and achieve outside the classroom.</p> <p>We have already planned to take part in the Worcester City Runs event in September 2024 and 101 children have signed up. We have encouraged our Year 6 children who leave this Summer to come back and join us for the event and this adds another 15 children.</p> |

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| | High profile visitors such as Steve Cram who answered questions from the children and discussed his running journey has been inspirational. | |
| Attending a Leadership in Sport event hosted by Worcester City School Partnership. 10 x Year 5 children through the game of Kho Kho | The children that went to the event came back with increased confidence, the knowledge to explain the game to their peers and a desire to implement what they had learnt back at school. This pupil voice resulted in the introduction of an extra-curricular club which was led by the children and facilitated by staff. | 40 children attended this club and it has already been requested by the children as an extra-curricular club for next year. I am hopeful that those children who gained confidence in leading the sessions will apply for roles as our Sports and House Captains for the coming academic year. |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 67% | We have a local swimming pool that we are able to walk our children to. Our children swim for 6-8 weeks in Year 3, 4 and 5 which allows them to build on and develop their swimming skills. Our current Year 6 cohort were affected by Covid19 and didn't swim during Year 3. |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 61% | Our children swim for 6-8 weeks in Year 3, 4 and 5 which allows them to build on and develop their swimming skills. Due to being affected by Covid 19 in Year 3 we encouraged and signposted our children to the local swimming pool and club when they reopened after Covid. |

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| <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>We are a school close to both a canal and river. We take part in a bell-boating festival every year and walk beside both the canal and river when on trip around our local area and the wider city.</p> <p>We have insured that all of the children are able to complete the 'float to survive' technique and are also able to identify what to do in an emergency situation by the water.</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>Our school leadership team believe in the importance of swimming and life-saving skills. We have therefore committed school funds to the swimming curriculum and increasing our time in the pool every week.</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</p> | <p>PE lead teacher undertook CPD during Summer term 2023.</p> |

Signed off by:

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| Head Teacher: | Sarah Hanson |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | Lucy Merrett – P.E. Subject Leader |
| Governor: | Mr Abhinav Mather |
| Date: | July 2024 |