



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
Audit and purchase of a variety of resources to improve playtime provision and get pupils more active. (£1031.80)	Pupils were more active at playtimes and lunchtimes. Behavior across school at lunchtimes improved for certain year groups.	Update key equipment regularly- create zones.
Coaches were used for CPD for staff to support planning and delivering PE lessons across the school. (£12,900)	Staff were developing their knowledge and skills on how to teach and plan for PE. Staff confidence increased and pupils were making progress in lesson.	
A variety of sports events, days and weeks were organised and delivered. Including opportunities for competitive sport against other schools. (2,002.15)	The events raised the profile for PE and sport and gave the pupils a chance to play competitively.	



St Benedict's Primary School

Sports Premium Funding Report 2023-2024



Summary Information

School:	St Benedict's Primary School				
Academic Year	2023-2024	Total SP Budget	£18,695.90	Date of next review	July 2024
Total Number of Pupils	366	Responsibility for SP Budget	Tara Noor		

Article 24: Every child has the right to the best possible health.

Article 15: Every child has the right to meet with other children and to join groups Freedom of association and organisations

Article 12: Every child has the right to express their views, feelings and wishes

Article 28: Every child has the right to an education.

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 31: Every child has the right to relax, play and take part in a wide range of cultural activities.

Current Provision

% of pupils accessing after school clubs	2017-18	44%	2018-19	75%	2019-2020	Impacted by Covid	2021-2022	81%	2022-2023	85%	2023-2024	51% (sports clubs)
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Barriers to health and participation in sport

- Cultural barriers- embedded from home environment including gender equality for sport.
- Health awareness- the understanding on how physical activity and school sport can impact on a child's physical, social and cognitive development, their well being and level of achievement.
- Deprivation- parents' understanding of the importance they place on health and well-being outside the school environment.
- Socio-economic factors- the cost of participating in sport, clubs, equipment and transport.
- Impact of covid on the development of pupils' health and well being over the last few years. Our curriculum has been previously heavily affected by isolation, illness and absences.

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>Organise and deploy outside coaches to deliver high quality sports after school clubs, including lunchtime provision. Increase the amount of after school sport provision.</p> <p>Purchase lunchtime sports equipment.</p> <p>Purchase termly resources to support one off lessons to learn a new sport.</p>	<p>Pupils, staff, coaches, parents,</p> <p>Staff, pupils, lunchtime supervisors</p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>The utilisation of the sports premium funding has greatly benefited our school by allowing the engagement of outside coaches to enhance the provision of after school and lunchtime clubs. This initiative has significantly increased opportunities for physical development among our students and diversified their range of experiences. Not only does it focus on physical well-being, but also promotes social and emotional growth through club activities. As a result, there has been a notable rise in the percentage of children participating in after school clubs, while those unable to attend have been accommodated through the lunchtime clubs. This holistic approach has contributed to the overall well-being of our students.</i></p> <p><i>The attendance of pupils has been monitored.</i></p> <p><i>Pupils have been able to use a variety of equipment</i></p>	<p><i>After school clubs</i> £4,950</p> <p><i>Lunchtime clubs</i> £3000</p>

<p>Ensure all children attend PE lessons and are active on a daily basis. Purchase and implement a new PE framework which covers planning, resources and assessment of PE lessons. Support staff with the training of this.</p>	<p>Staff, pupils, leadership,</p>	<p><i>Key indicator 1- Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</i> <i>Key indicator 3- Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p><i>The staff have been provided with planning support and resources to effectively plan and deliver lessons utilising the newly acquired 'Complete PE' software. The installed assessment process has enabled teachers to accurately evaluate pupil progress. With an array of resources at their disposal, staff members have reported increased confidence in delivering PE lessons. The user-friendly nature of the software has facilitated ease of use. Following feedback from staff, it was noted that 100% found the software beneficial in supporting both teaching and learning in PE. Insights gathered from pupil and staff feedback have highlighted areas for improvement, guiding the allocation of next year's budget and action plan.</i></p>	<p>£1,225 Cost of lifetime subscription/ pay yearly fee- £175 for 5 years</p>
<p>Set up and train new sports leaders across the school to support lunchtime provision and offer after school clubs.</p>	<p>Staff, pupils, lunchtime supervisors</p>	<p><i>Key indicator 3- Raising the profile of PE and sport across the school, to support whole school improvement.</i> <i>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.</i></p>	<p><i>This action is pending- an area for development to focus on 24-25</i></p>	<p>No cost required</p>

<p>Regularly meet with our school games organiser and PE leads from local schools from our consortium to arrange out of school competitive sport against each other. Organise and implement a termly tournament across school for different sports and year groups</p> <p>Join and register with the school games mark award to begin a range of competitive sport.</p>	<p>School leaders in consortium, pupils, PE leader, pupils from other schools, staff</p>	<p><i>Key indicator 3- Raising the profile of PE and sport across the school, to support whole school improvement.</i></p> <p><i>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.</i></p> <p><i>Key indicator 5- Increase participation in competitive sport.</i></p>	<p><i>The Sports Premium Report highlights the participation of pupils in a diverse range of tournaments and competitions, both intra-school and inter-school collaborations with local educational institutions. Through these engagements, pupils have had the invaluable opportunity to engage in competitive sports, fostering a spirit of sportsmanship and teamwork. These events not only promote physical well-being but also enhance social skills and character development among students. The report showcases the commitment to providing a well-rounded educational experience that emphasises the significance of physical activity and healthy competition within the school curriculum.</i></p> <p><i>The attendance and leadership of consortium meetings have enabled staff across schools to liaise and the partnership with the school games organiser has enabled extra opportunities.</i></p> <p><i>The lunchtime clubs offered days for learning skills and then teams played against each other in tournaments.</i></p> <p><i>Pupils took part in a competition against each other as a school during sports week and competed for a prize in a variety of sports, some of these were delivered by coaches.</i></p>	<p>£120</p> <p><i>Supported by local schools with transport- school minibuses</i></p> <p><i>Sports week coaches £800</i></p> <p><i>Other resources sports week (prizes, food, stickers etc)</i></p>
<p>Provide top up swimming lessons for Year 5 to ensure that they can swim competently.</p>	<p>Pupils, parents- feel confident that their children can stay safe in water</p>	<p><i>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.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>These lessons focused on equipping pupils with essential swimming skills and water safety knowledge. Prior to the programme, only 20% of the pupils could swim proficiently. However, through dedicated efforts and targeted instruction, this figure significantly improved to 65% by the end of the programme. This demonstrates the positive impact of the sports premium funding in enhancing the swimming capabilities and water safety awareness of our Year 5 pupils.</i></p>	<p>£5599</p> <p><i>Lessons and coaches</i></p>

<p>Encourage active travel to and from school.</p>	<p>Pupils, staff, parents,</p>	<p><i>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.</i></p>	<p><i>The relaunch of the WOW walk to school challenge has been implemented during the last week of school during sports week and is the first step to developing an action plan where pupils and parents are encouraged to walk to school everyday and where this is monitored to achieve Birmingham's top ten WOW schools.</i></p>	<p><i>No cost required currently</i></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
Arranging a variety of sports after school clubs and lunchtime clubs to as many pupils as possible.	Pupil participation in sport, they are all actively taking part in different sports daily.	Continue with this for 24-25 Encourage attendance with certificates and trophies for completion
The use of complete PE planning, resources and assessment.	It has reduced the need for coaches to support the delivery of lessons and raised levels of staff confidence and expertise.	Continue to use for 24-25.
Swimming lessons and booster lessons have taken place for Year 4 and 5.	By the end of Year 5 65% of pupils can swim proficiently compared to 20% at the start.	Continue with booster lessons.

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?	%	<i>Data unavailable- lessons only started this year 23-24</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	

<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>	Yes/No	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	Yes/No	

Signed off by:

Head Teacher:	<i>Emma Nott</i> <i>ENott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Tara Noor</i>
Governor:	<i>(Name and Role)</i>
Date:	16.7.24