



# 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
<ol style="list-style-type: none"> <li>1. Sports clubs continue to be over-subscribed in a variety of different sports/physical activities.</li> <li>2. Investment in new line markings for both KS1 and KS2 playgrounds - 4Square grid markings have been especially beneficial.</li> <li>3. Investment in new sports equipment to widen the reach of clubs &amp; enhance lunchtime provision.</li> <li>4. PE teaching- Sports cluster support used to support teaching of dance in KS1 &amp; KS2</li> <li>5. Continued use of Torbay Leisure Centre (Clennon Valley) Pool for swimming lessons, enabling huge levels of progress for all pupils who have accessed this provision.</li> <li>6. Full engagement with Torbay Sports Partnership Festival programme.</li> <li>7. Appointment for September 2023 of KAA's first PE &amp; Sport Apprentice</li> <li>8. Introduction of new extra-curricular clubs at the behest of pupil voice. eg: Archery &amp; DodgeBall</li> </ol>	<ol style="list-style-type: none"> <li>1. Children's activity time and activity levels – greater involvement at lunchtimes to remedy the effects of inactivity during Lockdown periods. (Enhance outdoor playtimes to include more structured physical activity)</li> <li>2. Higher activity levels</li> <li>3. Re-inforce the love of PE/Physical activity</li> <li>4. Encourage physical activity in all forms</li> <li>5. Develop knowledge and application of valuable life skills</li> <li>6. High levels of participation</li> <li>7. Enhancement of provision both curricular and extra-curricular</li> <li>8. Engagement of pupils not normally involved with structured team sport clubs.</li> </ol>	<ul style="list-style-type: none"> <li>● Grant secured from BalanceAbility/Sport England - 6 new balance bikes/helmets introduced and training for Lloyd Blackler &amp; Harvey Veysey.</li> <li>● Harvey Veysey has started at KAA on apprenticeship.</li> <li>● Dodgeball Club a huge success - massively over-subscribed.</li> <li>● 4 square grid markings have been beneficial in both playgrounds.- good participation from children, especially in KS1. Improved social skills and exercise observed</li> <li>● Children being able to see that their voice has been heard in terms of after school clubs is a positive.</li> </ul>

## Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet <b>1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</b>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Play leader and Sport Leader Training</p> <p>-School Sports Days (x3) for all Phases across the school.</p> <p>-Ensure that transport is available for pupils to participate in sports competitions and festivals)</p> <p>Designated PE teacher and Teaching assistant to continue to offer lunchtime and after school sports clubs. (Lloyd Blackler to oversee upskilling of MTA's in physically active play activities)</p> <p>- Give pupils opportunities to participate and compete in a wider range of school games competitions. eg) Inter House Basketball/Tag Rugby etc.</p> <p>-Expose pupils to new sports (eg Tchoukball) and local facilities (eg Clennon Valley Pool at Torbay Leisure Centre) to encourage increased participation.</p> <p>-Initiation and development of WELL-BEING LEADERS PROGRAMME</p>	<p><b>All pupils across the school population</b></p>	<p>Steve Example: Play leaders and Sport Leaders are able to articulate their roles clearly (meeting notes).</p> <p>Pupil voice shows pupils are positive about the lunchtime and after school provision of clubs (pupil voice).</p> <p>School council are consulted on potential changes to club and lunchtime club offering (school council notes)</p>	<ul style="list-style-type: none"> <li>Improved pupil attitude in competitive sports.</li> <li>Improved behaviour over lunchtimes due to more children engaged in active play. (New lunchtime/playground schedule for games &amp; activities to be introduced in January 2024)</li> <li>Increased level of participation in Physical Activity across the schools (both KS1 &amp; KS2)</li> <li>Swimming lessons at Clennon Valley</li> <li>Implementation of Young Leader programme will encourage higher levels of engagement in physical activity as confidence and self-esteem is developed. (John Julyan from Paignton Academy booked in to lead course for Year 5 pupils in January 2024)</li> </ul>	<p><i>None - included in Partnership buy-in</i></p> <p><i>£100 - line markings</i></p> <p>Transport costs £1000</p>

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Action – what are you planning to do	Who does this action impact?	Key indicator to meet <i>2. the profile of PE and sport being raised across the school as a tool for whole school improvement</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Create a love/appreciation of physical activity through maintaining the high profile of PE and sport throughout the school.</p> <ul style="list-style-type: none"> <li>- Children to understand the benefits of a balanced diet and healthy lifestyle and how sport can be used to improve fitness.</li> <li>-Development of Healthy Living concept</li> <li>- Use social media (FaceBook /Seesaw) to highlight successes and initiatives</li> <li>-Introduce raffle tickets for correct kit. Prize draw to be made termly to encourage pupils to bring correct kit for PE/Physical Activity</li> <li>- PE kit to worn to school so that more pupils are wearing appropriate kit and less teaching/activity is lost to changing</li> </ul>	<p><b>All pupils across school population</b></p>	<p>see above</p>	<ul style="list-style-type: none"> <li>• Positive response towards PE/Sport in general from parents &amp; carers. <a href="https://docs.google.com/forms/d/1a-hJF3-a-5OMUOufX3DNLbYrjhnZhkETZYnyZKYuZBo/edit">https://docs.google.com/forms/d/1a-hJF3-a-5OMUOufX3DNLbYrjhnZhkETZYnyZKYuZBo/edit</a></li> <li>• Greater involvement in PE/Sport events such as Christmas fun run</li> <li>• Healthy Living discussions/coverage within the curriculum</li> <li>• Higher levels of positive interaction between parents/pupils/staff</li> <li>• Improved levels of pupils in appropriate kit for PE/Physical Activity</li> </ul>	<p><b>£10 raffle tickets £200 for purchasing prizes</b></p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet <b>3. increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>- Enhance skill level and confidence of staff through sport/physical activity specific CPD.</p> <p>-Utilise opportunities to gain specialist support from secondary PE specialists</p> <p>-Continue to raise profile of Dance through seeking curriculum development support and participating in Torbay Dance Festival</p> <p>-Audit curriculum and skills to ensure that there is a clear progression for all children (including EYFS)</p> <p>-Utilise specialised CPD and attend local PE conferences to upskill PE lead and sports coaches to then disseminate skills to wider staff.</p> <p>-Continue coaching programme with non specialist teachers- Lloyd Blackler (PE Lead) working alongside them to model and coach lessons in units/sports they are unfamiliar with and recording this with clear pupil linked</p>	<p><b>Staff &amp; pupils</b></p>		<ul style="list-style-type: none"> <li>• Improved standards</li> <li>• More confident staff</li> <li>• Engagement of wider groups of pupils through improving our dance offer.</li> <li>• Secondary PE specialist offering curriculum support will allow Class Teachers to pick up lots of ideas that can be used not only in PE lessons, but across the curriculum.</li> <li>• PE specialists teaching in EYFS so that children can develop the skills and positive attitudes towards physical activity and games at the earliest possible age.</li> <li>• PE conferences attended by staff across the sports team and messages feedback to staff.</li> <li>• More confident and up-skilled staff throughout the school will enable better outcomes for pupils across the curriculum.</li> </ul> <p><a href="https://docs.google.com/forms/d/1tS0djhYO45f1pDluDTRg2o7eI0Di6Jo5ni3YkvgKpWY/edit">https://docs.google.com/forms/d/1tS0djhYO45f1pDluDTRg2o7eI0Di6Jo5ni3YkvgKpWY/edit</a></p>	<p>Dance Festival-resources, transport -£250</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet <i>4.Offer children a broader range of sports and activities.</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>- Audit existing resources to ensure there is enough equipment for a whole class to participate in each sport.</p> <p>-New pair of 'Harrods' aluminium football goals</p> <p>- Replace multi-use equipment for play leaders to use in delivering their activities (bean bags,hoops,balls)</p> <p>Health &amp; Well-being Leaders to be trained up in the delivery of Extra-curricular sessions</p> <ul style="list-style-type: none"> <li>(Mindfulness, Physical Fitness, Mental Health)</li> </ul> <p>(John Julyan from Paignton Academy will be training our next round of Year 5 Young Sports Leaders in January 2024)</p> <p>📌 Yr 5 Young Leaders -Round 1 - 2024 (R...</p> <p>Purchase another 10 Balance bikes so that initial cycle training can be embedded in the curriculum for EYFS &amp; KS1</p>	<p><b>All pupils across the school population.</b></p> <p><b>Football squads + games club attendees + lunchtime play groups in summer term</b></p> <p><b>EYFS &amp; KS1</b></p>		<ul style="list-style-type: none"> <li>Enhanced quality of teaching and learning</li> <li>Positive attitudes to PE due to quality resources available,</li> <li>Data to reflect key groups of pupils remain highly engaged in extracurricular sport activity.</li> <li>📌 Sports Clubs Data Analysis</li> <li>Change for Life Club to be introduced</li> <li>A wider range of extra curricular clubs available to all children by utilising expertise across the trust.</li> </ul> <p>Eg:</p> <p>Andy Saunders - TKD Harvey Veysey - Football Lloyd Blackler - Basketball</p> <ul style="list-style-type: none"> <li>Increased pupil awareness of opportunities available to them in the local area (&amp; engagement) via noticeboards and promotions &amp; invites</li> </ul> <p>Eg: TaeKwonDo Torbay, Torbay Tigers, Paignton Rugby Club</p>	<p>PE teaching Resources £2000</p> <p>Football goals £600</p> <p>Active play equipment/ resources for all phases £1000</p> <p>No cost involved for training (School Sports Partnership)</p> <p>Balance Bikes - £600 approximately</p>



Action – what are you planning to do	Who does this action impact?	Key indicator to meet <i>5. increased participation in competitive sport</i>	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Participation in Paignton School Sports Partnership Festivals</p> <p><i>Entering of teams into Football Central Venue Leagues (Paignton) @ Paignton Academy</i></p> <ul style="list-style-type: none"> <li>• Further success at PCSA Sports/Physical Activity Festivals</li> <li>• Play leaders leading lunchtime groups, encouraging active play times for all pupils.</li> <li>• Sport leaders presented with leadership opportunities and be role models for positive attitudes towards healthy, active lifestyles.</li> </ul> <p>Eg: Year 5&amp;6 pupils regularly taking on the role of assistant coach at after-school clubs.</p> <ul style="list-style-type: none"> <li>• Increased range of opportunities to attend events outside the local area.</li> <li>• Successful Sports Days (all three phases)</li> <li>• KAA maintaining School Games Gold Mark status for sports provision.</li> </ul>	<p><i>Whole school population</i></p> <p><i>Years 5&amp;6 Boys</i> <i>Years 5&amp;6 Girls</i> <i>Years 3&amp;4</i> <i>Mixed</i></p>	<p><b>see above</b></p>	<p><i>All pupils have access to competitive sport. Culture developed in school community.</i></p> <p><i>Pupils will hopefully stay committed to playing for the school teams in the future.</i></p>	<p><b>£2000</b></p> <p><b>£60 (Entry fees for 3 teams)</b></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
<ul style="list-style-type: none"> <li>- Participation with Paignton Academy which included sports leaders, transport to events and sports days. (K11/4/5)</li> </ul> <p>Upskill all staff in their teaching of PE and sport (K13)</p> <ul style="list-style-type: none"> <li>- Create a love/appreciation of physical activity through maintaining the high profile of PE and sport throughout the school. (K12/4)</li> </ul> <p>--Ensure that transport is available for pupils to participate in sports competitions and festivals)</p>	<p>-Through the Schools Partnership, our Sports Leaders received structured CPD on how to organise playtimes and allow for a structured activity which is accessible for all children. The sports leaders were given training on how to manage peers socially and at the same time offer a range of engaging activities for the other children.</p> <p>- All children accessed sports day and had the chance to take part in enjoying sporting activities KS1 and competitively participate in events KS2. This is the same with the festivals where each class has access to a range of activities throughout the year. A positive experience for children accessing new environments (hub, astro) for specialist activities.</p> <ul style="list-style-type: none"> <li>- Complete PE, mapped by the PE Team, has allowed for teachers to have lessons planned and visual videos to see what the expectations for the lessons are. The teachers have worked collaboratively with the PE team to ensure that they are confident when teaching a range of PE lessons.</li> <li>- CPD meant that teaching staff were confident enough to deliver sessions which concluded with an event at Torbay Dance Festival.</li> <li>- Children have had the opportunity to access a range of games through PE lessons, break times and after school clubs. Access to a range of sports meant that children developed new passions and looked at new sports outside of school.</li> <li>- Intervention set up to help identified children to make better decisions for their health (across all departments) and leave the programme with a better understanding of their mental and physical health whilst learning about a balanced diet and the effects</li> </ul>	<p>-Sports leaders were given life experiences socially and the chance to develop confidence at leading in an area that they are passionate about. This is something that is done in local secondary schools so gives these children a head start in leadership within sport.</p> <p>-An enjoyable time for all children who got out of the event what they wanted- participation or competition.</p> <p>-Moving forward, we will look at our offer of after school clubs and target PP children. Looking at the after school club provision, we will look at whether we can set up fixtures with other schools in the local area eg. netball etc.</p>

<p>- walk to school week/ fun run?</p>	<p>it has on our bodies and minds.</p> <p>Due to location, it is a necessity for transport to allow us to access the opportunities provided. Because of this, we have seen an increase in participation and progress within festivals, competitive fixtures and swimming.</p>	<p>-next year (to help save cost) we can look at arranging fixtures at our school due to the facilities we have available.</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*

<b><u>Question</u></b>	<b><u>Stats:</u></b>	<b><u>Further context</u></b> <b><u>Relative to local challenges</u></b>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	60%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	58%	U

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>58%</p>	<p><i>Use this text box to give further context behind the percentage.</i></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>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:	<i>Rob Fitzsimmons</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jack Akery</i>
Governor:	<i>Debbie Hands</i>
Date:	8.7.2024