



# 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/ Next Steps
<ul style="list-style-type: none"><li>Achieved Silver School's Games Mark Award for the second year.</li><li>AVF Primary School Sport and Education program has been successfully implemented for the second year as year groups R – 6 have accessed high quality, expert led PE sessions over a minimum of 6 weeks.</li><li>The maintenance of effective engagement with KESSP CPD and competitions.</li><li>AVF Sports coach worked to train lunchtime supervisors in effective management of invasion games e.g. football/ netball etc. (Key indicator 1). Clarity was provided for lunchtime supervisors of key rules and engagement expectations of activities. Lunchtime supervisors were assigned key zones and sports/activities to oversee.</li><li>Engagement in focused physical activity at lunchtimes has increased and lunchtime dance sessions have proved popular and consistently well attended.</li></ul>	<ul style="list-style-type: none"><li>The school have now made the steps to 'Go for gold' in their sports mark. Lozells, now have a target focus, on the areas for development going forward to gold.</li><li>Teachers have been engaging in CPD, learning how to keep sessions activities and sub-stained for long periods of time. Alongside, learning the correct techniques and actions for each activity. Staff feel more confident to teach the units where they have been supported through coaching.</li><li>The school engaged in thirteen competition and workshops within the year. Pupils including SEND learnt to compete against other schools, following the rule formats for those events.</li><li>The playground has various activities and initiatives such as skip-to-be-fit to ensure pupils are being active for long periods of time.</li><li>Targeted fine and gross motor skills intervention has supported those children, who need extra support to be active and to ensure they can continue to excel at their own pace.</li></ul>	<ul style="list-style-type: none"><li>Raise the proportion of children reaching the expected requirements in Swimming at the end of key stage 2. (Key Indicator 4).</li><li>Plan more intra-school/phase competitions across the year. (Key Indicator 5)</li><li>Targeted PE and sports interventions to raise achievement for specific groups of children. (Key indicator 4).</li><li>Raise the profile of success achieved in competitions – recognition during Celebration assemblies and updated visual display in lunch hall. (Key Indicator 2).</li><li>Evaluate engagement in Sporting clubs and teams to monitor diversity and equality of access and uptake. (Key Indicator 4)</li><li>Ensure effective handover to temporary PE lead and ensure current statutory and non-statutory guidance related to <b>School Sport and Activity Action Plan Update July 2023</b> is understood and implemented. (Key Indicator 2).</li></ul>

## 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
1. Purchase PE Hub subscription	<p>This has a direct impact to the teacher's subject knowledge and confidence within the subject area.</p> <p>Children have high quality PE lessons with quality resources to be delivered weekly in all classes.</p>	1. Increase confidence, knowledge and skills of all staff in teaching PE and sport.	<p>Children have high quality PE lessons to be delivered weekly in all classes and children make good progress as a result.</p> <p>PE planning and teaching is enhanced to meet the ability of all children.</p> <p>Skills are consistently being developed throughout each unit</p> <p>PE lessons are being taught twice weekly across the school.</p> <p>PE Hub planning is consistently used across school by class teachers.</p>	£245
2. Purchase Aston Villa Foundation Education in school package – 2023 – 2024	<p>Pupils receive a lunch club, where there is a focus on developing the football skills for boys and girls across the school.</p> <p>Each teacher will experience two terms worth of CPD to encourage them to develop their understanding of physical literacy and to efficient keep pupils active for sustained periods of time.</p> <p>Physical literacy interventions. Targeting children, who need extra support with their fundamental movements</p>	<p>1. Increase confidence, knowledge and skills of all staff in teaching PE and sport;</p> <p>2. Increase engagement of all pupils in regular physical activity and</p>	<p>Teachers have the opportunity to watch a high delivery level of PE lessons with this partnership. This should support staff to effectively deliver the units, while gathering new ideas to develop their approach to PE lessons, which will be transferable to different units.</p> <p><b>See Sports Coaches Impact document.</b></p> <p><b>Example of Impact:</b></p> <p>Impact on pupil achievement – key skills developed – Pupils developed their skills in throwing, catching and batting learning the correct actions. Pupils developed on their hand-eye co-ordination skills. While applying these skills to small</p>	£6811.50

		sport offered to all pupils.	<p>games, learning the rules and strategies to apply correction actions and decisions to obtain a positive outcome.</p> <p>In 3T (21/30 worked at an expected level). Having the coach allowed for more support to those children who needed it.</p> <p>At least 274+ children (likely to be over 300 including lunch time football club) engaged in clubs (some children in more than one club). This is an increase in the number for last academic year. Children maintained high levels of attendance and made progress in skill development, confidence and self-belief.</p>	
3. Purchase additional gross and fine motor resources for EYFS outdoor provision.	Children in EYFS receive high quality outdoor provision to promote high levels of physical activity.	2. Increase engagement of all pupils in regular physical activity and sport offered to all pupils.	Pupils have an area that fosters their physical development, which is accessible to them. The equipment is developing their main muscle groups and core development.	<i>£63.99</i>
4. Purchase of new equipment.	Ordering different sports equipment to vary the sports offering and curriculum within the school. For example, ordering handballs, so year 6 could engage in a different sporting opportunity. Alongside, a variety of bats for year 2 hit and run units.	<p>4. Broader and more equal experience of a range of sports and physical activities offered to all pupils.</p> <p>5. Increased participation in competitive sport.</p>	<p>Pupils have a range of equipment, which is carefully laid out for each stage of the pupils' development to ensure the equipment is differentiated.</p> <p>We offer an average of 3 – 4 after-school clubs per week, for example dance, girls' football and badminton. The clubs vary each term.</p> <p><b>See Sports Club impact document.</b></p> <p><b>Example of impact:</b></p> <p>Badminton Club Spr 2 and Sum 1: 36 children in total.</p> <p>This club was organised to target PP children, to offer them a different opportunity to learn a new sport. Pupils learnt how to hold a badminton racket and to complete a variety of shots, aiming into hoops and over the net.</p>	<i>£883.20</i>



<p>5. KESSP – Bronze package.</p>	<p>PE coordinator meetings for support on School Games mark, curriculum vision and events.</p> <p>Pupils have received a wide range of sporting opportunities in compete and inspire events across the year.</p>	<p>1. Increase confidence, knowledge and skills of all staff in teaching PE.</p>	<p>This year we have continued our engagement in KESSP events. We have carefully selected a range of events from SEND (boccia). Competitive events bridge barrier gaps, such as the 'Biggest ever girls' competition'. We have also engaged in the young leader's event, where pupils are now leading activities on the playground independently, which will continue through to next year.</p> <p>Pupils have engaged in a variety of sports that they would not normally engaged within. Handball and badminton something the we have invested in this year, and the pupils have enjoyed the new experiences offered. The equipment we have invested in will be continued to use over the coming years.</p> <p><b>See Sports competitions Impact document.</b></p> <p><b>Example of Impact:</b> Steps to Success competition – 10 children. Steps to success was a fine and gross motor skills event for those who need extra support with their movement. Pupils learnt how to run, jump and climb correctly using different equipment. This event gave the pupils confidence to compete against other schools, while developing core skills.</p>	<p><b>£1850</b></p>
<p>6. Creative kids (dance coach).</p>	<p>Staff benefit from one CPD unit with creative kids in dance. Teacher observe and support with good practice within the specialist area – dance.</p> <p>Pupils receive engaging sessions, that have cross curricular links to their key learning in class. As they create a dance routine to be proud of by the end of their unit. In addition, pupils receive an afterschool club where they learn to perform a dance routine.</p> <p>Creative kids also organised a talent show across the school, which the pupils and staff enjoy promoting and which ignites a great ethos around the school.</p>	<p>2. Increase engagement of all pupils in regular physical activity and sport</p>	<p>Teachers who received CPD will understand how to effectively deliver the content next academic year. Inclusion for children with identified SEND and/or SEMH has been positive,</p> <p><b>See Sports Coaches Impact review document.</b></p> <p><b>Evidence of impact on teacher Subject Knowledge/ CPD -</b> Knowledge of how to link topics to dance. Carefully selected music which helps with body transition and body shapes. Warm up techniques/games. Impact on pupil achievement – key skills developed – Majority of children achieved expected or above against these dance skills: Recognise a beat and move in time with music Copy basic moves modelled by dance teacher moving hands and feet in time</p>	<p><b>£2560.00</b></p>

			<p>Work collaboratively to include more complex compositional ideas.</p> <p>Develop motifs and incorporate into self-composed dances as individuals, pairs and groups.</p> <p><b>Evidence of impact on pupil Achievement:</b> 9 Greater depth children within this units. 44/60 at Excepted.</p>	
7. Positive PE	During the Autumn term, Positive PE ran a morning gymnastic clubs for pupils from years 1-4. Teachers also received CPD within gymnastic, as they focused on safety of landing, roll and transition.	2. Increase engagement of all pupils in regular physical activity and sport	<p>Coaches are delivering high quality PE lessons alongside teachers to improve CPD. Unit objectives are taken directly from PE Hub and shared with coaches who map out the lesson content in line with the school's progression of key skills. Teachers who received CPD will understand how to effectively deliver the content next academic year.</p> <p><b>See Sports Coaches Impact review document.</b></p> <p>Pupils experience high quality sessions learning correct lands, roll and transitions.</p>	£3169.25
8. Yoga (KDDK) and Dance CPA/club	<i>To develop physical literacy and the connection of mind and body in school. Cross curricular links to RE and PSHE.</i>	4. Broader and more equal experience of a range of sports and physical activities offered to all pupils.	<p><i>For two terms we offered yoga sessions. Throughout this time, the coach led on the importance of yoga, identification of the core muscle groups and the connection between yoga and different religions. Pupils and teachers analysed correct positioning and transitions in these sessions.</i></p> <p><i>Teachers now have the CPD to teach this content.</i></p> <p><b>See Sports Coaches Impact review document.</b></p> <p><b>Example of Impact on pupil achievement – key skills developed –</b> To be able to hold posture (strength) and control core muscles (balance) during holds and transition movements. To be able to complete/perform an accurate and controlled sequence of movements in transition. To be able to focus on deep breathing and other breathing exercises. Having the deepened understanding of the</p>	£2329.56

			important of oxygen flow to muscles (including the brain). Pupils learnt the importance of sport in connection to their mental health. Yoga can support children, who suffer from mental health strategies to overcome these issues, for example breathing techniques. Pupils also learnt important physical literacy skills in being able to co-ordinate body, use large muscle groups, and sustain and hold posture for longer periods of time, improving core muscle groups. <b>47/60 of the year 2 cohort were at expected.</b>	
9. Swimming (Year 4)	2 ½ terms of swimming lessons for two year 4 classes. As the pupils developed their swimming skills, to reach 10m, 15m or the goal of 25m. Water safety sessions were also taught within these units.	3. The profile of PE and sport is raised across the school as a tool for whole school improvement;	Pupils have become more confident within the water. There has been an increase in the number of pupils that have reached the 25m goal and learnt about safety within the water.	£1330
10. Leadership CPD for PE lead.	<p>This action impacts the PE lead primarily in that the lead is able to have a clear understanding of the requirements of the PE and Sports premium funding, they are able to liaise effectively with third parties supporting the enhancement of PE and Sport provision, they are also able to make applications and preparations for children to engage in wider competitions through KESSP for example and they are able to access CPD published by the DFE and also delivered by KESSP. The PE lead is also able to effectively plan staff CPD in response to key priorities raised on their own training.</p> <p>This means therefore that this action also importantly impacts the children at Lozells primary school as they provision they receive is targeted at the school/individual groups of pupils' needs and children have increased and more varied opportunities to engage in sporting clubs and competitions beyond the school.</p>	1. Increase confidence, knowledge and skills of all staff in teaching PE. 3. The profile of PE and sport is raised across the school as a tool for whole school improvement; 4. Broader and more equal experience of a range of sports and physical activities offered to all pupils. 5. Increased participation in competitive sport.	<p>School achieved the 'Gold School Games' award demonstrating our continued commitment to the Active schools' principles in an inclusive way.</p> <p>We have carefully selected a range of events from SEND (boccia). Competitive events bridge barrier gaps, such as the 'Biggest ever girls' competition'.</p> <p>We have also engaged in the young leader's event, where pupils are now leading activities on the playground independently, which will continue through to next year.</p> <p>CPD and bespoke support has been accessed by PE lead. School PE and Sports lead is up-to-date with current guidance and priorities in order to effectively lead and raise the profile of PESSPA.</p> <p>All PE and Sports activities are well organised by the PE Leader. All children took part in sports day across the school. Children were able to compete against their peers in a range of activities. Parents and carers were able to spectate and as a result raising the profile of PESSPA.</p>	£357.50



				<b>Total £19,600</b>
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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
<ul style="list-style-type: none"> <li>Achieved Gold School's Games Mark Award for the first time.</li> <li>AVF Primary School Sport and Education program has been successfully implemented for the second year as year groups R – 6 have accessed high quality, expert led PE sessions over a minimum of 6 weeks.</li> <li>The maintenance of effective engagement with KESSP CPD and competitions.</li> <li>AVF Sports coach has worked with boys and girls to develop the football around school.</li> <li>AVF sports coaches have complete fine and gross motor skills sessions for those most in need of this support.</li> <li>Girls football club started within school.</li> <li>Primary leadership academy – pupils have been making steps to achieve gold in this. Leaders delivered sessions at lunch time to improve the lunch-time sports offering in school.</li> <li>Purchase additional gross and fine motor resources for EYFS outdoor provision.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils have had a range of different experiences and opportunity for events this year. The girls biggest football event, was a nation-wide initiative to engage more girls into football, alongside the girl's football club there has been an improved uptake in girl's involvement in football. The young leaders have received their gold badges and are now confidently delivering sessions at lunch time on Wednesdays.</li> <li>Boys and girls football clubs at lunch time and after-school has improved the development of football throughout the school from Y1-6.</li> <li>Teachers feel more confident in teaching specialist areas in PE such as Dance and Gymnastics, which has improved the delivery of PE within the school.</li> <li>EYFS have an indoor and outdoor that fosters the physical development. Challenge is offered in early years through an increased difficulty in objects to hold, carry and move across, developing their core muscle groups.</li> <li>AVF fine and gross motor skills interventions from reception to year 5, has supported pupils' physical literacy throughout the year. A number of pupils have been assessed by AVF to come off the intervention group.</li> </ul>	

## 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?	10%	<i>Data is currently for half of the cohort – achievement for the remaining 30 children will be updated in September once the school re-opens.</i> <i>School worked to enable these children to have additional swimming sessions in Year 5 on top of the curriculum sessions that they received in year 4. Swimming was promoted to parents and school shared details of joining Birmingham summer family swimming initiatives.</i> <i>3/30 children can swim without armbands or water-buoyancy aids.</i> <i>A further 3 children can swim 25m supported by arm-bands/water-aids.</i> <i>Overall 12 children can swim up to 20m with arm-bands/water-buoyancy aids.</i>

What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	10%	
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What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	<i>Since this cohort attended swimming, school have liaised with the swimming team at our local swimming leisure centre to ensure that there is clarification on the requirements as per Swim England's School swimming and water safety guidance.</i>
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?	Yes/No	This cohort received additional sessions in Year 5. Unfortunately, most children seemed to be unable to retain skills from previous years and showed a lack of confidence. School worked to promote parental engagement in taking their children swimming outside of school. There is a slow increase in the number of children swimming outside of school.



Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	
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Signed off by:

Head Teacher:	<i>Mrs Avnish Dhesi</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Adam Whelan PE Leader</i>
Governor:	<i>A. Ajid</i>
Date:	30/07/2024