



# 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 (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Top up swimming for year 6 pupils & Transport costs. £2084.00 £730.35	74% of pupils achieved national standard in swimming Most pupils achieve a national standard in swimming, it significantly boosts their physical health, self-esteem, and academic performance. It fosters teamwork and social skills while enhancing the school's reputation and providing future opportunities.	We will continue to support Year 6 pupils with top-up swimming lessons in the summer term. Many pupils join Phoenix at different stages and may not have had core swimming lessons previously, so this support is crucial. A senior leader trained in swimming coaching will assist in selected lessons and monitor the strategies of swimming coaches to ensure the best outcomes for our pupils.
Servicing of academy bikes £292.00	Introducing bikes in school has promoted physical health, enhanced mental well-being, and boosted academic performance by increasing physical activity and focus. It has fostered social interaction and environmental awareness by encouraging sustainable transportation. However, schools have needed to address safety, infrastructure, and accessibility challenges to	We will continue to use bikes in school and promote safety among our pupils. Moving forward, we aim to reintroduce the Bikeability program to enhance road safety skills and encourage the use of bikes for overall well-being.

	ensure effective implementation. Overall, bike programs have significantly benefited students and contributed to a healthier, more connected school community.	
Medal and sporting rewards for sports day and events £53.98 x 3 £63.96	For SEMH pupils, receiving medals and rewards in sports has greatly boosted self-esteem, motivation, and engagement. It has improved behaviour and social skills by fostering a sense of achievement and recognition. Additionally, these rewards have enhanced emotional well-being and encouraged continued participation and effort in sports.	Enhanced Motivation: Rewards can help these students develop a positive outlook towards physical activity, fostering a sense of enjoyment and engagement.  Consistent Participation: Positive reinforcement encourages regular involvement and effort in sports, which can help build routine and structure.  Improved Self-Esteem: Recognising achievements with rewards boosts self-confidence and promotes a culture of success, which is particularly important for SEMH students who may struggle with self-worth.
Therapeutic boxing coach sessions for groups of 6 pupils over a 6-week program  £1690.00 £140.00 £2040.00	Therapeutic boxing sessions have improved regulation for SEMH pupils by enhancing self-control, reducing aggression, and boosting emotional stability. They have fostered better focus and behaviour, while also providing a constructive outlet for energy and stress.	We will continue to take pupils to the gym and use the boxing coach to support CPD for staff
Therapeutic boxing individual pupil analysis £850.00	These reports show how boxing benefits pupils by improving self-control, emotional regulation, and behavior, with positive effects on their classroom performance and overall well-being.	Continue to monitor the impact looking at individual behaviour logs and academic progression
Boxing bags and regulation area Total expenditure £5970.20	Allowing pupils to lead therapeutic boxing sessions and having their own equipment has empowered them with responsibility and ownership. It has increased their engagement, self-confidence, and leadership skills. Additionally, it has provided a	To ensure the therapeutic boxing area is used correctly by staff and pupils, we will take several steps. Comprehensive training will be provided to staff on the safe and effective use

	more personalised and effective approach to behaviour regulation and emotional support.	of the boxing equipment and the incorporation of therapeutic techniques. Structured programs and lesson plans will be developed to integrate fitness and self-regulation exercises tailored to pupils' needs. Clear safety protocols and guidelines will be established to prevent injuries and maintain a safe environment. All boxing sessions will be supervised by trained staff to offer guidance and support. A feedback mechanism will be implemented to gather input from both staff and pupils, aiding in continuous improvement. Additionally, regular monitoring and assessments will be conducted to ensure the boxing area is used as intended and is achieving its therapeutic goals.
Conkers outdoor pursuit Centre – pupils partake in canoeing, rock climbing and raft building £69.50 £445.08 £331.71	Taking pupils off-site for outdoor pursuits like canoeing and raft building significantly enhanced their personal development. It improved their teamwork, problem-solving skills, and self-confidence. These activities also offered valuable stress relief, boosted resilience, and provided unique learning experiences outside the classroom.	
Snow dome – skiing £334.80	Going to the snow dome had a positive impact on pupils by offering a unique, immersive experience that improved their social interaction and team-building skills. It enhanced their enjoyment and engagement, provided a fun way to relieve stress, and exposed them to new physical activities, contributing to their overall well-being and confidence.	
Yoga bugs £600.00	Yoga had a positive impact on children by improving their physical flexibility, strength, and balance. It enhanced their emotional regulation, reducing stress and anxiety while increasing focus and concentration. Additionally, it fostered a	

	sense of calm and mindfulness, contributing to better overall well-being and self-awareness.	
Playtimes – jumping sacks, fun balls. Bean bags, stopwatches £69.99 £46.99 £119.99	Providing sports balls for playtime had a positive impact by enhancing physical activity, improving coordination, and encouraging social interaction among children. It promoted teamwork, boosted self-esteem through skill development, and contributed to overall physical fitness and well-being.	Continue to purchase equipment for the pupils to use at playtimes
Sports day kit £134.50	Providing kit for sports day had a positive impact by boosting students' participation and enthusiasm. It fostered a sense of inclusion and pride, improved performance and teamwork, and enhanced overall enjoyment of the event. Having proper kit also contributed to students' confidence and motivation to engage in sports activities.	Continue to purchase kit for teams as it had a real positive impact on the pupils participation
Tennis equipment £214.99	Introducing tennis in school had a positive impact by enhancing students' physical fitness, coordination, and motor skills. It promoted teamwork and sportsmanship while boosting confidence and self-discipline. Additionally, tennis encouraged social interaction and provided an enjoyable way for children to stay active and develop lifelong fitness habits.	Continue to find opportunities for tennis outside of core curriculum

<b>Academic Year: 2023 - 2024</b>	<b>Total fund allocated: £16,390.00</b> <b>Total fund spent: £16,390.00</b>	<b>Date Updated: September 2024</b>
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## Key priorities and Planning 2024-2025

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
<i>Top up Swimming Lessons</i>	<i>Year 6 pupils</i>	<i>Key Indicator 4 : Offering a broader experience of a range of sports and physical activities to all pupils.</i>	<i>This is an ongoing requirement due to the learning pathways of the pupil cohort. This has been shown to help pupils meet the national requirements</i>	<i>£2100 £700 transport</i>
<i>Therapeutic Boxing Lessons</i>	<i>Whole school-small groups per session</i>	<i>Key indicator 2: Engagement of all pupils in regular physical activity. Key Indicator 3: Raising the profile of PE and sport across the school as a tool for whole-school improvement.</i>	<i>Pupils have shown benefits in terms of self regulation and positivity in class. Staff have embraced this and we are looking to embed the activity into the school moving forward,</i>	<i>£890</i>

<i>Outdoor pursuits</i>	<i>Whole school</i>	<p><i>Key Indicator 2 : Engagement of all pupils in regular physical activity.</i></p> <p><i>Key indicator 4: Offering a broader experience of a range of sports and physical activities to all pupils.</i></p>	<i>To improve the range of experience of sport and wider fitness. Using group participation and support to improve relationship building.</i>	<i>£3000</i>
<i>Allowable maintenance</i>	<i>Whole school</i>	<p><i>Key Indicator 2 : Engagement of all pupils in regular physical activity.</i></p>	<i>To allow the regular use of existing sporting facilities such as the running track and team game fields.</i>	<i>£1200</i>
<i>Medal and sporting rewards for sports day and events</i>	<i>Whole school</i>	<p><i>Key indicator 5: Increasing participation in competitive sport.</i></p>	<i>Small rewards for achievement with their peers has been shown to have an uplifting effect in the performance of many pupils and is also a real source of parental engagement.</i>	<i>£300</i>



e.g. CPD for teachers.	Primary generalist teachers.	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</i></p>	<p><i>£5000 for 5 teachers to undertake CPD.</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
Top up swimming for year 6 pupils	Most of our year 6 cohort were able to make the national standard in swimming.	This additional coaching has been invaluable in the pupil's achievement.

Yoga bugs program of study	This has offered all pupils the opportunity to find calmness and learn techniques to help achieve this.	The pupils who trialed using Yoga Bugs have really enjoyed the sessions, frequently using them as brain breaks in class. The teacher has observed that the class benefits from the relaxation and calming elements, which have helped improve concentration in other areas. Next steps to use more widely across the whole school.
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Therapeutic Boxing sessions	Improvement in self-regulation Increase fitness levels and the importance of perseverance in sports	This has very impactful and has been seen to have an impact on staff hence our work to further incorporate this in the school. It cannot be said that this has produced the ability for pupils to independently use the techniques but some of the mindfulness language has been adopted.
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Outdoor pursuits	Outdoor adventure activities like canoeing have had a significant positive impact on our primary pupils. These activities have enhanced their physical fitness, promoted teamwork, and built social skills as children worked together to navigate and paddle. They have also boosted confidence and resilience by challenging pupils to step out of their comfort zones and achieve goals in a natural setting. Additionally, these experiences have fostered a connection with nature, increasing their environmental awareness and appreciation	<p>. Overall, canoeing and similar activities have contributed to the holistic development of young learners, supporting both their physical and emotional well-being. So will continue to make this an area of focus and hopefully be able to take the pupils on a residential outdoor center.</p> <p>To ensure a successful residential trip for SEMH pupils, we will conduct thorough pre-trip preparation, including meetings with pupils, parents, and staff to set expectations and address concerns. A comprehensive risk assessment will be performed, and personalized support plans will be developed for each pupil. Staff will receive targeted training on managing SEMH needs in a residential setting, and if possible, a familiarisation visit to the site will be arranged. Parental involvement will be encouraged, and pupils will be equipped with practical coping strategies. Continuous monitoring during the trip and a post-trip debrief will ensure ongoing support and identify areas for improvement</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

<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?	85%	<p>90 % of the year 6 cohort were able to swim 25 m or more.</p> <p>All pupils that had completed 3 years or more at Phoenix all met the requirements.</p> <p>Due to the complex needs of some pupils attending lessons can be difficult as they must demonstrate safe behaviour to access swimming. We will endeavor to ensure all pupils have access to swimming and top up should they have missed core lessons in previous settings.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	77%	<p>Use this text box to give further context behind the percentage.</p> <p>e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024</p> <p>Lesson are always supported by trainer and staff as pupils can lack confidence to swim and need additional time to access all area's</p>

What percentage of your current Year 6 cohort can perform safe self-rescue in different water-based situations?	14%	This is an area of development and next year we intend to ensure pupils are skilled in different water-based situations We aim next year to allow for more opportunities for pupils to achieve in this area
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	We will continue to offer year 6 pupils additional lessons to ensure they have the best chance of achieving the national expectations in swimming. Over 50% of the whole school cohort have attended for 2 years or less and so a consistent swimming program has not been followed so some pupils enter unable to swim.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	YES	CPD in water safety has been completed with all staff, Training is also provided to complete risk assessments for outdoor activities, this is for staff to look for risks and increase water awareness for all. This will continue to be part of the CPD offer.

Signed off by:

Head Teacher:	<i>Miss Elyse Phillips</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jade Greenwood</i>
Governor:	<i>Kimm Atkins</i>
Date:	31.07.2024