



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

2023/24

Commissioned by



Department
for Education

Created

Additions by:



**GREENWOOD
ACADEMIES TRUST**



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
<p>In line with the requirements contained within last years' national PE & Sport Premium template, at the end of the last academic year we reviewed our spend and key achievements. We then completed the 'Next Steps' and sustainability column on last years' version of the national PE & Sport Premium template. One key purpose of this exercise was to inform and support our planning and spend for this academic year. Based on this review please now see our current plans and related spend below.</p>		

Academic Year: 2023/24

Date Updated: 7/6/2024

Budget Summary for 2023/24

Underspend (Figure carried forward) - £ 2,625
 2023/24 Premium - £ 16,480

Total Funding Available - £ 19,105

Key Indicators

Schools should prioritise PE and sport premium spending to improve in the following 5 key areas*

1. increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. increasing engagement of all pupils in regular physical activity and sport
3. raising the profile of PE and sport across the school, to support whole school improvement
4. offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. increase participation in competitive sport

* It is not a necessity that spending needs to satisfy all these key areas, schools should identify the improvements they aim to make, aligning it to one or more of the key area(s).

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?	What Key Indicator(s) does this meet?	Impact, Evidence and how sustainability will be achieved?	Cost linked to the action
<p>1. CPD for staff</p> <ul style="list-style-type: none"> 3 PE training days for the PE lead delivered by the Alison Consultancy and the GAT director of Sport PE Staff meeting delivered by the PE lead Swimming training for 2 members of staff - 2 teachers Multi skills and playtime training delivered by external coach for Learning Mentors, Cover Supervisors and Learning Assistants Gymnastic and games training delivered by Allison Consultancy to all teachers, cover supervisors and learning mentors Multi skills training delivered to all staff by Cube Disability Teach Active CPD and subscription for teachers/ cover supervisors and learning Mentor 	<p>Whole school (students, staff)</p>	<p>Key Indicator 1 Key indicator 2 Key indicator 3 Key indicator 4 Key indicator 5</p>	<ul style="list-style-type: none"> Multi skills, playtime games and H&Straining for support staff and lunch supervisors delivered by a experiences sports coach (Level 6 BA Hon Sports Development, Level 3 BTEC National Diploma in Sport (Development, Coaching and Fitness) Multi skills training for teachers delivered by Cube Disability coach Gymnastic training delivered by Alison Consultancy – staff has been shown how to set up the apparatus, H&S <ul style="list-style-type: none"> Swimming training for teachers who supports students during their swimming sessions. <p>Impact / Outcomes for Staff</p> <ul style="list-style-type: none"> Enhanced Teaching Skills: CPD provides teachers with updated knowledge and advanced techniques in PE instruction, improving their overall teaching effectiveness. Increased Confidence: Ongoing training helps teachers feel more confident in their ability to deliver 	<p>£ 150</p> <p>£2,500</p> <p>£400</p> <p>£475</p>

<ul style="list-style-type: none"> • <i>Dance CPD for teachers</i> • <i>Diwali Dance Workshop</i> 			<p>high-quality PE lessons, which can translate into more engaging and effective teaching.</p> <ul style="list-style-type: none"> • Improved Lesson Planning: CPD equips teachers with new strategies and resources for planning diverse and dynamic PE lessons, catering to various student needs and interests. • Impact / Outcomes for Children: • Pupils' sensory and physical needs addressed more effectively • Enhanced pupil attention promoted <p>Impact / Outcomes for children:</p> <ul style="list-style-type: none"> • Effective use of the funding leading to enhanced PESSPA provision and opportunities for children • Key Strategic Actions Identified ensuring the greatest, most sustainable outcomes for our staff and children • Children learning through all areas of PE as required by the National Curriculum • Children receive a broad and balanced offer within and beyond the curriculum • Children engaged in enhanced, more effective PE lessons • Enhanced student understanding of and learning across all four areas of National Curriculum PE 	<p>£480</p> <p>£549</p>
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			<p>Impacts on the School Community:</p> <ol style="list-style-type: none"> Enhanced School Reputation: Schools that invest in CPD for PE staff demonstrate a commitment to quality education, enhancing their reputation and appeal to prospective students and parents. Positive School Culture: A strong emphasis on high-quality PE contributes to a positive school culture that values health, well-being, and holistic development. Improved Student Behaviour and Attendance: Engaging PE programs can lead to better student behaviour and attendance, contributing to a more positive and productive school environment. 	
<p>2. -Purchasing of the PE, Sports clubs, playtime and sensory equipment (sensory equipment, PE Equipment, bikes)</p> <ul style="list-style-type: none"> - Repairs of the existing equipment - Repairs and maintenance of the old and new bikes - Purchasing of Ipads for recording evidence and for self evaluation 	<p>Students, staff and school</p>	<p>KS1, KS2, KS3, KS4, KS5</p>	<ul style="list-style-type: none"> • Impact and Outcome on students • Enhanced Physical Fitness: New PE equipment provides students with a wider variety of activities and exercises, promoting better physical fitness and overall health. • Increased Motivation and Engagement: Modern and well-maintained equipment can make PE classes more enjoyable and engaging, motivating students to 	<p>£ 2,569</p> <p>£372</p> <p>£1,317</p> <p>£870</p>

			<p>participate actively in physical activities.</p> <ul style="list-style-type: none"> • Skill Development: Access to a range of new equipment allows students to develop diverse skills, from basic motor skills to more complex sports-specific techniques. • Improved Safety: New equipment often meets current safety standards, reducing the risk of injuries and creating a safer environment for students to exercise and play. • Inclusive Opportunities: Updated and varied equipment can cater to different interests and abilities, ensuring that all students, regardless of their skill level or physical capability, can participate and benefit from PE classes. • Encouragement of Teamwork and Social Skills: New equipment can introduce team sports and group activities that promote teamwork, communication, and cooperation among students. • Better Learning Outcomes: Engaging and effective PE sessions can enhance students' cognitive function, concentration, and academic performance in other subjects. 	
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			<ul style="list-style-type: none"> • Promotion of Lifelong Fitness Habits: Exposure to a variety of sports and activities through new equipment can instil a love for physical activity, encouraging students to maintain an active lifestyle beyond school. <p>Impact and outcome on staff and academy:</p> <ul style="list-style-type: none"> • Adaptation to Modern PE Curriculum: New equipment often aligns with current PE curriculum standards, ensuring that students are learning and practicing relevant and up-to-date physical education concepts. • Boosted School Spirit and Pride: Investment in high-quality PE equipment demonstrates a school's commitment to student well-being and can boost overall school spirit and pride. 	
<p>3. Playground markings : snake and ladder, mimic me, sensory circuit, 100 numbers square, duck duck goose game, hopscotch</p>	<p>Students and staff</p>	<p>KI 1, KI2, KI3 and KI4</p>	<p>Playground markings were able to boost physical activity levels, reinforce learning goals, and encourage more positive social interaction, while remaining inclusive and motivational for students</p>	<p>£2,767</p>

			<p>of various interests and skill levels.</p> <p>Impact and outcome on students</p> <ul style="list-style-type: none"> • Stimulate physical activity during break times • Helping to develop social skills • Supporting active learning activities • Help the playground to feel more vibrant and comfortable <p>Impact and outcome on staff</p> <ul style="list-style-type: none"> • Better provision for Physical Education • Having a number of different playground markings and zones can help give teachers a broader range of games and activities to work with during PE lessons, allowing them to keep their lessons varied, engaging and enjoyable. • enables teachers to tailor their lessons to pupils of many different interests and skills, helping them to discover the games and sports that interest them, and giving them valuable opportunities to practice and develop their physical skills. 	
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<p>4. Extra curriculum/ Cross-curriculum activities /lunch clubs</p> <ul style="list-style-type: none"> - Rock climbing - Water sports(canoeing, paddleboarding, motor boating) - Dance lunch club - Football lunch club - Wheelchair rugby - Diwali Dance Workshop - Skateboarding lunch club - Cycling sessions - Bike ability - Mencap programme - Rugby project - Horse riding 	<p>Students And staff</p>	<p>KS1, KS2, KS3,KS4,KS5</p>	<p>Impact / Outcomes for Children:</p> <ul style="list-style-type: none"> • Increased awareness of the wide range of different types of healthy activity available • Increased opportunities for healthy activity available • Increased engagement in exercise • Increased understanding of the benefits of exercise for health • Improvement in sense of health and well-being <p>Stress Relief: Physical activity is a great way for students to relieve stress and improve their mental well-being.</p> <ul style="list-style-type: none"> • Increased participation by children who normally don't engage with sporting / physical activity opportunities • Increased number of children participating in and achieving their 30 minutes a day daily target • Fitness levels for all, but with a particular focus on the less active children, will increase. • The 30 minutes a day will mean children get a 'change in cognitive activity and their focus and concentration will increase during lesson times. <p>Impact and outcome for staff</p> <p>Staff will have a greater understanding of simple, practical activities to support the development of children's well-being</p>	<p>£ 1,361</p> <p>£1,154</p> <p>£400</p> <p>£550</p> <p>£240</p>
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			Pupil voice Staff voice	
5. Top up Swimming Students who missed their swimming sessions during the COVID-19 lockdown or for other reasons received top-up swimming lessons	Staff and students	KS1,KS2, KS 4	<p>Impact/Outcome for students</p> <p>Improved Swimming Skills: Top-up swimming lessons help students enhance their swimming techniques, building on the skills they previously learned.</p> <p>Increased Confidence in Water: Regular practice through top-up lessons helps students become more comfortable and confident in the water, reducing fear and anxiety.</p> <p>Water Safety Awareness: These lessons often include water safety education, teaching students how to stay safe in and around water, recognize potential hazards, and respond appropriately in emergencies.</p> <p>Physical Fitness: Swimming is an excellent form of exercise, promoting cardiovascular health, muscle strength, flexibility, and overall physical fitness.</p> <p>Life-Saving Skills: Learning and refining swimming techniques and rescue skills can be life-saving. Students are taught essential skills such as floating, treading water, and how to assist others in distress.</p>	£2,626

			<p>Enhanced Social Skills: Group swimming lessons encourage teamwork, cooperation, and communication among students, helping them develop important social skills.</p> <p>Stress Relief and Mental Health: Swimming is known for its calming effects, helping students manage stress and improve their mental well-being.</p> <p>Structured Routine: Regular swimming sessions provide a structured routine, promoting discipline and time management skills among students.</p> <p>Impact /Outcome for staff and academy</p> <p>Enhanced Student Engagement: Teachers who support top-up swimming often see increased student engagement and enthusiasm, as students are excited about participating in physical activities outside the classroom.</p> <p>Professional Development: Teachers can expand their skill set and knowledge by being involved in swimming programs, which can be beneficial for their professional growth and career advancement.</p> <p>Improved Classroom Behaviour: Physical activity like swimming can help improve</p>	
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			<p>students' focus and behaviour in the classroom, making teaching more effective and enjoyable.</p> <p>Promoting Holistic Education: Teachers who support top-up swimming contribute to a more holistic education approach, emphasizing the importance of physical health and safety alongside academic achievement.</p> <p>Sense of Achievement: Watching students improve their swimming skills and gain confidence can be very rewarding for teachers, providing a sense of accomplishment and satisfaction.</p> <p>Positive School Culture: Supporting such programs helps create a positive and supportive school culture where physical education and well-being are valued, benefiting both teachers and students.</p> <p>Community Engagement: Teachers who support swimming programs often engage more with the community, including parents and local organizations, strengthening community ties and support for the school.</p>	
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<p>6. Intra-school activities</p> <ul style="list-style-type: none"> • Sports Day for all phases – EYFS, Lower Phase, Middle Phase and Upper Phase • Move for Mood activities during Mental Health Awareness week • Run 1 mile to raise funds for Mc Carthy Dixon charity • Leadership training for Upper phase students delivered by Sports4Fitness coach 	<p>School, Staff, Students</p>	<p>KI1, KI 2, KI3, KI4, KI5</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Staff will have a greater understanding of simple, practical activities to support the development of children’s well-being <ul style="list-style-type: none"> • Staff voice • Pupil vice <p>Impact – Outcome for students:</p> <ul style="list-style-type: none"> • Learning in other areas of the curriculum • Development of positive learning behaviours such as resilience, self-regulation, self-confidence, self-esteem. • Wellbeing, acknowledgement of own emotions and behaviours. <ul style="list-style-type: none"> • Wider knowledge and understanding of a range of different sports • Greater understanding of how to keep themselves fit and healthy (body and mind) • Engagement in PE lessons and enhanced development of personal and social skills and behaviour • Engagement in lessons as a result of 30 minute a day activities • Experience of competition against self and others • Experience and understanding of rules and scoring systems <p>Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship</p>	<p>Part of school budget</p>
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			<ul style="list-style-type: none">• Confidence and enjoyment of sport and games across the school• Opportunities to participate in a wider variety of activities• Awareness of the importance of physical activity and health• Socialisation with other children from other schools / backgrounds• Experience the feeling of achieving their best• Experience of gaining awards and certificates and the feelings of achievement• Sense of belonging• Ability to transfer skills to support learning across the school	
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<p>7. Participation in inter-school competition</p> <ul style="list-style-type: none"> • Tennis training for young sports leaders • Football training for young sports leaders • Table cricket training for Young Sports Leaders • Young sports leaders led the Inter-school KS1 Boccia competition • Our KS1 and KS2 students took part in Inter-school New Age Curling competition • Our KS2,KS3,KS4 students took part in Inter-school Boccia competition • Our KS1 and KS2 took part in Panathlon Bowling competition • KS2 students took part in the GAT SEN Dance Workshop • KS3 and KS4 students took part in the Table Cricket Festival • Young Sports Leaders took part in the Summer School Festival and led the KS1 activities • KS2/KS3 students took part in the Summer School Festival 	<p>Students, staff, school</p>	<p>K12, K14,K15</p>	<p>KS2 – silver Boccia KS2 – Gold New Age Curling KS3 – 1st place Boccia KS4 – 2nd Boccia</p> <p>KS4 – silver – County finals Boccia</p> <p>We have 4 teams to represent Northampton to county finals</p> <p>Impact Outcome for students</p> <ul style="list-style-type: none"> • provided young people with the opportunity to compete and achieve their personal best. The School Games inspires young people to be physically active for life through positive experiences of daily activity and competition. • personal development, such as developing their leadership skills and resilience. • Experience and understanding of rules and scoring systems • Experience and understanding of how to work as a team and how to handle winning and losing and the importance of good sportsmanship • Confidence <p>1. Professional Development: Staff members, especially coaches and PE teachers, gain valuable</p>	<p>£325</p>
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			<p>experience and skills in organizing, training, and managing sports teams.</p> <ol style="list-style-type: none"> 2. Enhanced Collaboration: Staff from different departments can collaborate to support the teams, fostering a sense of unity and teamwork within the school. 3. Increased Job Satisfaction: Seeing students excel and enjoy sports can be very rewarding, leading to higher job satisfaction and motivation for teachers and staff. 4. Improved Student-Teacher Relationships: Working with students outside the traditional classroom setting allows teachers to build stronger, more positive relationships with them. 5. Community Engagement: Staff involvement in inter-school games enhances their connection with the community, including parents and local organizations, which can be beneficial for future school initiatives. <p>Benefits to the School:</p> <ol style="list-style-type: none"> 1. School Reputation and Pride: Success in inter-school games can boost the school's reputation, attracting prospective students and enhancing pride among current students and staff. 	
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			<ol style="list-style-type: none"> 2. Student Morale and Engagement: Participation in sports promotes school spirit and a sense of belonging, leading to higher overall student morale and engagement in school activities. 3. Holistic Development: Schools that support sports emphasize a well-rounded education, highlighting the importance of physical health, teamwork, and discipline alongside academic achievement. 4. Networking Opportunities: Inter-school games provide opportunities for schools to network with each other, facilitating the exchange of ideas and best practices in education and sports. 5. Resource Allocation and Support: Success in inter-school games can lead to increased funding and resources from sponsors, alumni, and the community, which can be reinvested into school programs. 6. Promotion of Healthy Lifestyles: Encouraging sports participation promotes healthy lifestyles among students, which aligns with educational goals of fostering well-rounded, healthy individuals. 7. Increased Enrolment and Retention: A strong sports program can make the school more attractive to prospective students and their families, potentially 	
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			increasing enrolment and improving student retention rates.	
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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
CPD for staff (Gymnastics, Multi skills, playtime games, swimming, CPD for PE lead, leadership training for Young sports leaders and Upper phase students))	CPD provided teachers with updated knowledge and advanced techniques in PE instruction, improving their overall teaching effectiveness.	CPD for PE staff led to better teaching practices, which in turn benefit pupils by enhancing their physical skills, health, and overall educational experience. This creates a positive feedback loop that elevates the entire school community.
Cycling sessions/ bike ability/ rock climbing sessions/skateboarding	<p>Extra curriculum Physical activity was a great way for students to relieve stress and improve their mental well-being.</p> <ul style="list-style-type: none"> Increased participation by children who normally don't engage with sporting / physical activity opportunities 	The rock climbing, skateboarding, and cycling sessions provided students with opportunities to enhance life skills and improve mental health, while also fostering a stronger sense of community among staff and students and elevating the school's commitment to holistic development.
Participation in Inter-school games (1 bronze medal, 3 silver medals, 1 gold medal)	<ul style="list-style-type: none"> provided young people with the opportunity to compete and achieve their personal best. The School Games inspires young people to be physically active for life through positive experiences of daily activity and competition. personal development, such as developing their leadership skills and resilience. 	The students' participation in interschool games significantly boosted school spirit, fostered a sense of community among the students and staff, and enhanced the school's reputation for excellence in both academics and extracurricular activities.

Budget Summary as of 18/7/2024

Total Funds (Including any underspend) - £19,105

Total Spend so Far - Identified in Plan ('Blue' figures) - £19,105

Left to Spend - 0

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?	40 %	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.</i></p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	40 %	<p><i>Use this text box to give further context behind the percentage.</i></p> <p><i>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</i></p>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	40 %	<i>Use this text box to give further context behind the percentage.</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	In our academy, students begin swimming in Year 5. This academic year (2023-2024), some Year 6 students have had additional swimming lessons for at least one or two terms. However, some Year 6 students are struggling with the transition and have not attended the swimming sessions, despite the support that has been provided.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<p>Two teachers had Support Teacher and Teacher of School Swimming (Blended Learning)Teacher Training workshop. orkshop Support Teacher and Teacher of School Swimming (blended learning)</p> <p>Workshop intent To give class teachers, support staff and other adults the skills and knowledge needed to support the delivery of high-quality school swimming lessons, helping schools meet curriculum requirements. The workshop uses a combination of theory and practical sessions on how best to deliver school swimming.</p> <p>Workshop objectives The course covers core aquatic skills and water safety, enabling you to support lessons in line with national curriculum requirements. Once qualified, trainees will be equipped to actively assist in the delivery of school swimming lessons to small groups of similar ability pupils.</p> <p>The course covers how to:</p> <ul style="list-style-type: none"> – How to identify activities that will positively impact students learning – Engage with pupils, helping them to progress Key Stages

		<p>1 and 2 programmes of study</p> <ul style="list-style-type: none"> – Health and Safety considerations of organising and delivering a school swimming programme – How swimming and water safety can be delivered to meet school swimming outcomes. – Use aquatic activities to support and enhance learning in other areas of the PE national curriculum – Understand the technical aspects of the four strokes <p>Identify key considerations when developing lesson plans</p> <ul style="list-style-type: none"> – Create, deliver and evaluate lesson plans – Describe the key aspects of communication in relation the delivering lessons <p>Practical session</p> <p>Trainees are required to teach groups of pupils (20 – 30 minutes)</p> <p>Additional elements for the practical session can include;</p> <ul style="list-style-type: none"> – Stroke analysis – Presenter leading a swimming session – Candidates in the water
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Signed off by:

Head Teacher:	<i>Denise Williams</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Sonia Iancu – Healthy Living Curriculum Lead</i>
Governor:	
Date:	18/7/2024