



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
Long term plan	Not enough invasion games being taught. E.g. football is seen in the plan every year in KS2. Only 1 Gymnastics and dance session in the school year.	I will look to change the LTP to ensure that children are being taught a variety of different activities and sports.
SEND	The team spent a lot of time purchasing and enhancing SEND provision which included equipment purchases and SEND specialist coaches.	SEND P.E. is very well resourced.
Sports kit	Due to the higher interest in school competitive sport, more sports kit is needed.	To order the girl's their own sports kits.

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
ESSP coach paid for in school to deliver Boxercise team-teach alongside staff. (Autumn 2) SEND and PP were targeted for this club	<i>Teachers involved in supporting the delivery of Boxercise. ESSP staff.</i>	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	Boxercise was a very popular club among Y3. Y3's were targeted due to the high number of SEND and PP children. This was both a lesson and a club. The year 6s took part in the lesson, and the year 3s were part of a targeted club. We received the planning for the lessons.	<i>Part of the ESSP package. £2600.</i>
In September a staff questionnaire handed out to see where the teachers needed support and what area of the P.E. curriculum.	<i>Teachers and coaches/outside providers.</i>	1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.	These staff questionnaires are sustainable because they gave us an idea of how we can develop staff confidence in delivering PE, which will lead to children increasing their PE skills and knowledge.	£0

<p>A new link S4K coaching has delivered curricular lessons to work alongside teachers. They have also provided interventions in KS1 in Physical Literacy.</p>	<p><i>P.E. coordinator and class teachers.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>The staff questionnaires have highlighted how we can improve our staff confidence in delivering specific PE topics. This has meant that we have brought in a coaching team from S4K who have worked alongside staff, which will help them develop their confidence in their weaker areas.</p> <p>The staff will not receive a coach in that area next year as they now feel more confident in teaching that subject.</p>	<p>£1064</p>
<p>In December I held a 1 hour staff meeting about the expectations of P.E. and how we were going to increase physical activity throughout the day.</p>	<p><i>P.E. coordinator and class teachers.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>The staff meeting was cost-effective as it was delivered by the PE coordinator. The impact is huge and sustainable, as we talked about how we can make PE more active. From the</p>	<p>£0</p>

			<p>meeting, this was agreed upon:</p> <p>Children to come into school dressed in PE kits.</p> <p>Year groups to teach PE in the same afternoon: 1 sets up and the other tidies, which leads to more active time.</p> <p>The basics of a PE lesson, e.g., no lines, and all children should have some equipment and rarely share.</p> <p>- All teachers made their own heat maps.</p> <p>to continue to make topic lessons active.</p> <p>to make warm-ups fun and engaging.</p> <p>to play mini games or routines as a build-up to</p>	
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			<p>matches and performances.</p> <p>to have the confidence to adapt TLG planning if it suits their classes.</p>	
<p>TLG - Provided planning scheme to all members of staff. This planning scheme includes warm ups, skills, progression, resources, videos of activities and assessment opportunities. All staff have their own login for this planning, meaning they can access it at all times throughout the year.</p>	<p><i>P.E. coordinator and class teachers.</i> <i>TLG staff.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Staff have lesson plans for all PE lessons they teach throughout the year, meaning they can deliver an outstanding PE lesson that targets key skills, understanding and children. This ensures every child in the school is active during their 2 hours of physical education. All PE lessons provided link to the competitions the school partake in, meaning children can embed their understanding and skills into game situations and competitive sport.</p>	<p>£1999</p>

<p>DRUMBA scheme continued for the third year for staff to deliver to their class for at least 1 of their PE topics and used cross-circularly as a music/dance topic to increase physical activity for all children in a variety of lessons and subjects.</p>	<p><i>All staff.</i></p>	<p>1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Drumba continued to have a big impact as the children were participating in high energy endurance lessons. We have also received new and fresh planning for the next academic year. Drumba has also been used as an intervention to support children with mental health issues.</p>	<p>£1200</p>
<p>In September an equipment audit was carried out and the school purchased new equipment to ensure staff had all the necessary equipment to teach P.E.</p>	<p><i>P.E Coordinator and teachers.</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>New P.E. equipment was purchased in September 2023 to support teachers to deliver P.E. This is sustainable as the equipment can be used throughout the year and subsequent years.</p>	<p>£600</p>
<p>In our December staff meeting the teachers created heat maps to see where they are most physical and how they could make their lessons more physical</p>	<p><i>P.E Coordination and teachers.</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>Staff spent time creating heat maps to investigate how their classes can be more active throughout the day. Staff planned new timetables to reflect</p>	<p>£0</p>

<p>to ensure that the children are active for over 30 minutes a day.</p>			<p>how they were going to keep their class active.</p>	
<p>All staff signed up to the physical and mental health tool storm break and use this for brain breaks and physical activity.</p>	<p><i>All staff</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>Staff signed up for brain-break websites such as Stormbreak and Go Noodle. Discussions with topics and science lead to making lessons more active. The websites are free and can be used at any time of the day. This is sustainable as there is no cost and the content is regularly reviewed and adapted to keep it fresh. The children have ownership of this, as they can choose the brain breaks that they'd like to participate in.</p>	<p>£0</p>

<p>It was agreed that all children should not take part in literacy and math's interventions in P.E. including SEND.</p>	<p><i>P.E coordinator, teachers and teaching assistants.</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>More children taking part in physical activity will help children to develop physically and learn to stay healthy. The impact of physical activity will ensure less children are overweight/obese.</p>	<p>£0</p>
<p>PP children to receive a free club during the academic year.</p>	<p><i>All staff</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>PP children targeted through Soccerstars, Boxercise, Nerf club and teacher led clubs.</p>	<p>£0</p>
<p>SEND children targeted to take part in at least 1 club per year.</p>	<p><i>All staff</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>SEND children targeted through Soccer stars, Boxercise, Nerf club and teacher led clubs.</p>	<p>£0</p>

<p>To observe P.E. and monitor how active children are during the day.</p> <p>To observe P.E. lessons.</p>	<p><i>Staff</i> <i>Children</i></p>	<p>2. Engagement of all pupils in regular physical activity.</p>	<p>PE coordinators to use specific days of coordinator time to do a PE learning walk and pupil voice to see how PE is being taught at school.</p> <p>To monitor how active classes.</p>	<p>£300</p>
<p>Photos of children being active celebrated using a display board in the corridor - in and out of school achievements.</p>	<p><i>Children</i></p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>This year, all children who participate in sports clubs outside of school have been celebrated for this. We have been putting the photos on display for all to see.</p>	<p>£0</p>
<p>The purchase of Commando Joe to improve team working skills and resilience of all children</p>	<p><i>Children</i> <i>All Staff</i></p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>The continued implementation of Commando Joe across the school. One week of lessons for 2 half terms along with a continued programme throughout the year. Commando Joe was used this year in the first few weeks of term to support the getting to know each other and build early</p>	<p>£1500</p>

			links in the class. This helped support friendships and gave teachers a real opportunity to see children demonstrate reliance skills early on in this year so that they can support them and see gaps in their learning earlier than previously. This is sustainable as this is the last year of the contract and we have all the equipment and resources to take part in the programme cost free.	
P.E. profiles. The children have had the opportunity to write their own P.E. profiles about their own sporting achievements. This is a poster of their sport, memorable events and a picture of them playing in that sport.	<i>Parents/children. The children received a template from the P.E. coordinator to fill in either online/handwritten.</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	This year, all children who participate in sports clubs outside of school have been celebrated for this. We have been putting the photos on a display in the corridor that all children see when they walk passed. This has encouraged more children to participate	£0

			in more clubs outside of school, especially clubs that they didn't know were available until seeing other children's photos.	
<p>In July we planned an Olympic Arts week. Children had an opportunity to take part in an intra sports competition by representing a one of 6 Olympic nations. Each class was split into groups of 6 and tried to win a medal for their country. The children participated in different sports that are not taught in the mainstream curriculum such as Golf and Archery.</p>	<p><i>All staff were responsible for planning their own Olympic activities and sending their results to the P.E. coordinator. All staff were responsible for organising a tournament at the end of their lesson.</i></p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>The children took part in Olympics art week, where they visited another year group on a daily basis to learn new sports. The impact of this is that children are made aware of historical sporting competitions, and they also have the opportunity to learn about different nations, ensuring that the week is cross-curricular. Classes took part in class-versus-class sporting activities and tournaments. This enabled more children to participate in competitions while also</p>	<p>£250</p>

			providing them with the opportunity to try something new if they didn't usually participate in sports such as gold and archery. The sports were all inclusive, and SEND children had the chance to try new activities or support other children in the activities.	
To raise the profile of health and fitness the school took a unique opportunity to receive a visit from a local sporting celebrity. The celebrity was a gladiator and came into school 2 weeks before the Gladiator final.	<i>P.E. coordinator, staff and children.</i>	3. The profile of PE and sport is raised across the school as a tool for whole school improvement.	This was an amazing event for the children. Beforehand, the school was really excited about the <i>Gladiators</i> TV show. We had the unique opportunity to have a <i>Gladiator</i> come into school for the day to deliver an assembly and meet each individual class in school. The <i>Gladiator</i> talked to the children about his inspirational journey from school to where he is today. What made it particularly inspiring is that the <i>Gladiator</i> is	£0

			<p>from Long Eaton. The impact was instant; it gave the children the mind set of 'I can achieve.' What was even more inspirational is that it impacted more than just children who were talented in PE. Children, including SEND, had seen The Gladiator on television and were inspired by him. This created cross-curricular links with Gladiator's work in both math and literacy. The cost was £0, and it is sustainable because we have now created a link with the Gladiator, who will visit again in the future.</p>	
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<p>All children received a P.E. workshop on mindfulness.</p>	<p><i>On the ball coaching company</i> <i>P.E. Coordinator</i> <i>Class teachers</i> <i>Children</i></p>	<p>3. The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<p>Our recent Mindset Academy workshop at provided invaluable insights into the significance of fostering a positive mindset in children through sport and everyday life. By engaging students in an interactive workshop, we highlighted how our brains can sometimes resist challenges (DAVE), preferring the comfort zone, and taught them strategies to overcome this instinct. This workshop can provide students the foundations to allow the students to empower themselves and to embrace lives challenges, build resilience, and develop a growth mindset. The children left with a renewed sense of confidence, understanding that</p>	<p>£400</p>
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			<p>pushing beyond their comfort zones is key to achieving greater things both on and off the pitch.</p> <p>It's been really positive to see the children talking about their Dave brain throughout different lessons which demonstrates sustainability and developing a growth mindset.</p>	
<p>New helmets purchased for Bikeability to allow more children to participate at one time.</p> <p>Bikeability for Y5 and Y6 pupils to learn how to ride a bike. (Autumn 2/Summer 1.)</p> <p>Bike Racks proved to be very successful which allowed more children can be involved in bikeability per day</p>	<p><i>Children Bikeability staff.</i></p>	<p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More children had the opportunity to take part in Bikeability, which meant more children learned the key skills to ride bikes in their local area and to and from school. We found that lots of children didn't have helmets, and this was impacting their taking part in the Bikeability course. As a school, we weren't utilising the course as well as we could. This is sustainable because we</p>	<p><i>£0 - these helmets were purchased last year but arrived this academic year but rolled out this year.</i></p>

			know we have enough helmets to run the courses, but also because children have the confidence to use bikes in their personal time, including riding to and from school.	
New long term plan developed in order to gain a more balanced curriculum. Different invasion games taught in different years.	<i>P.E. coordinator</i>	4. Broader experience of a range of sports and activities offered to all pupils.	The change in the LTP gave children an opportunity to learn new sports, which helped them learn new skills that are transferable to different parts of the PE curriculum. In KS2, the LTP is more closely linked to the KS1 curriculum, with more invasion games linked to throwing and catching but also lots of opportunity to build on the KS1 subject of attacking and defending. We are already seeing how this is sustainable, as children are clearly linking the skills learned in KS1 and building them	£0

			from Year 3 rather than choosing football and hockey as the invasion games. Also, we looked at the data from EYFS and how we needed to support children with fine motor skills, so we added another gymnastic topic and the use of gymnastic equipment to build that hand strength to support the literacy curriculum.	
<p>In December we held a pupil voice to determine which clubs we could offer the children. We have offered lots of different sports and activities this year.</p> <p>ESSP Coach for a Boxercise club. (Autumn 2) Soccer stars to</p>	<p><i>Children and P.E. coordinator.</i></p> <p><i>It is the P.E. coordinators role to check with children and providers which clubs are suitable and popular. This included to target PP children and children at risk of being overweight.</i></p>	<p>4. Broader experience of a range of sports and activities offered to all pupils.</p>	<p>It is very important to offer children the clubs that they will go to rather than the usual clubs that we offer as a school. The impact of this is that the clubs this year have now reached full capacity rather than half full. Basketball, tennis, football, nerf, and gymnastics have proved to be very</p>	<p>£0</p>

<p>provide football sessions for KS1 (Tuesday) and Lower KS2 (Thursday)</p> <p>KS2 Girls football Club continued to grow and the children entered a football league (Autumn 2/Spring 1)</p> <p>Local Youth Football team to lead girls football training session after-school to promote girls (Sandiacre girls football club.)</p> <p>Table tennis club and the equipment is used every day during playtimes and lunch times.</p> <p>Nerf club</p> <p>Basketball club</p> <p>Tennis club</p> <p>2 x football leagues</p> <p>Rugby festival</p> <p>Gymnastic club</p> <p>Dance club</p>			<p>popular amongst both KS1 and KS2. The impact of this is that children will get an opportunity to both try new sports and continue a sport that they have enjoyed in PE. It is sustainable because it is simply talking to the children to find out what they enjoy.</p>	
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<p>The children have competed in the following sports/activities.</p> <p>Football league for Y4/5/6</p> <p>Girl's football league for 4/5/6</p> <p>Swimming gala</p> <p>District finals for girl's football, cross country and boccia.</p> <p>Intra events throughout the year.</p> <p>Tag Rugby</p> <p>Gymnastics</p> <p>For each competition the children took part in a club to train so</p>		<p>5. Increased participation in competitive sport</p>	<p>All children who have attended a competition this academic year have developed a range of skills. Some of these skills are specific to the sport or activity that they were taking part in. However, they also gained skills in behaviour regulation, both in victory and defeat, and demonstrated their growing maturity and sportsmanship during results reading. We can already see why entering a wide range of competitions has both impacted and been sustainable. Over the last 5 years, we have developed and put a lot of time into pushing physical activity in school. The cross country, football, boccia, and gymnastics successes demonstrate that our</p>	<p><i>£60 for the football leagues.</i></p> <p><i>Competitions were part of the ESSP package.</i></p>
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<p>that they were ready for each competition/performance</p>			<p>extracurricular activities are supporting our children to achieve in their various sports. The children are learning new sports and activities and are choosing to join local clubs in the community to develop themselves further.</p>	
<p>To raise the competition levels in school through intraschool competition.</p> <p>Olympic Arts Week</p> <p>Whole school Ultra running event</p> <p>Sports day</p>		<p>5. Increased participation in competitive sport</p>	<p>These intraschool competitions have enabled more children to participate in events that they would usually not have the confidence to put themselves forward for. This has increased the children's passion for PE and specific sports, increasing their desire to take part in more competitive sports than at the start of the year.</p> <p>These intra-school competitions have also</p>	<p>£50</p>

			<p>had a positive impact on general PE lessons, as they have often tied into the specific skills of the topic. This has meant that the children have an end goal to work towards in their PE lessons, improving concentration and participation.</p> <p>These intraschool competitions also allow children to embed their understanding of competitive sports, furthering their knowledge of different sports.</p> <p>All children participated in every race for our sports days, meaning that everybody was physically active. We also had some sixth-grade children helping with the setting up and overall management of</p>	
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			<p>the day.</p> <p>The intraschool competitions are really popular in school and are free. The school already has the equipment in place and encourages competitive spirit in school.</p>	
Coach for District Cross Country event.	<i>Children</i>	5. Increased participation in competitive sport	Due to the amazing performances at the local cross-country event, the school qualified for the county finals, which were 50 miles away. We booked a 60-seater coach so that the children had the opportunity to participate in a very competitive event.	£500
Supply teachers to cover teaching staff for competitive sport.	<i>Children</i>	5. Increased participation in competitive sport	In order to compete in school competitions we have used supply to cover the teachers.	£700

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
Competitions	<p>The competition and chance to represent school has benefited the children to build skills such as reliance which has been noticed throughout the school and in the classroom. This has helped the children develop friendship and leadership. Over 150 children have competed for their school in various different sports/physical activities. The purchase of new sports kits has allowed the children to participate in more sports on the same day/s.</p>	<p>The school has been very well represented in lots of schools. We have qualified for district sports events in girl's football, cross country and boccia. We have participated in 2 football leagues with over 30 matches played. We have created new links with local schools in order to play our own mini tournaments and this has happened throughout the year.</p>
Celebrity visit	<p>This has allowed P.E and sport to raise the profile significantly. It gave the children the realisation that they can achieve both academically and through the power of sport. To see a hero stood in front of the</p>	<p>The wow factor of this event was seen throughout school. Teachers included this in their planning where gladiator literacy and math's were evident in later</p>

<p>Olympic Arts week</p>	<p>children talking about their journey (the celebrity is from Long Eaton) and how the celebrity setbacks made him push further on in his sporting career.</p> <p>The opportunity to try new and different sports which had led to a brand new tag rugby league and has created links within the sporting community for the children to go and try these sports as extracurricular activities.</p>	<p>teachings.</p> <p>To see the children get very excited for the Olympic games has been wonderful to see. They feel part of it as they competed in their very own 'Longmoor Olympics.' The children had the opportunity to be taught by different teachers throughout the school which has really developed their pride and sense of belonging at Longmoor Primary school.</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?	68%	<p>45% of the Year 6's are Pupil Premium. 30% of the Year 6's are SEND. Parents can't afford the £25 a month for local lessons. *Local leisure centre closed down in January and lessons have been difficult to book since then.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	61%	<p>45% of the Year 6's are Pupil Premium. 30% of the Year 6's are SEND. Parents can't afford the £25 a month for local lessons. *Local leisure centre closed down in January and lessons have been difficult to book since then.</p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>92%</p>	<p><i>The children performed really well in the safe self-rescue.</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>Yes</p>	<p>We tried to book this with our local leisure centre but they could not accommodate us. Plans are in place to secure swimming interventions for 24/25.</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>Yes</p>	<p>No but our Year teaching received time outside the classroom to plan and observe with local leisure centre staff on teaching curricular swimming. The P.E. coordinator will be taking time out of class next year to review, observe and teach some swimming.</p>

Signed off by:

Head Teacher:	<i>Susan Dainty</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Liam Johnson</i>
Governor:	<i>Jackie Littlefair</i>
Date:	29.07.24