



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 |
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| Replenish sports equipment | Children's PE sessions resulted in more active sessions with equipment available. | |
| Physical activity of disadvantaged pupils. | All disadvantaged pupils took the offer of two free clubs throughout the year. This increased physical activity of these key groups of children. | |
| Sports Festivals | Sports Festivals increased children's understanding of a wider range of sports and follow-up clubs for these were well attended. | Delivery of a range of sports also developed staff knowledge and PE lesson delivery. |
| Complete PE programme purchase | Clear sequence of learning throughout the year and across years. Increased subject knowledge for all staff delivering PE. | |
| Bloomsbury Football lunch coaches | Increased participation in active matches during lunchtimes- ranging from EYFS-KS2. | |

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| | Girls continued to be interested in football sessions and girl's participation increased, including with follow-up after school clubs. | |
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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 |
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| <p>Use of sports coaches to develop staff confidence/ subject knowledge by team-teaching key units of PE.</p> <p>CPD opportunities for PE subject Leader.</p> <p>Joint Planning sessions with subject leader and Active Day Camps.</p> | <p>Teachers, teaching assistants and children at Abacus.</p> <p>PE subject leader and class teachers</p> <p>Teachers, teaching assistants and children at Abacus.</p> | <p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Staff reported an increased confidence in the structure and delivery of PE sessions. Sessions were more active as a result of team-teaching and increased knowledge of structure and delivery of PE sessions. Clear planning and progression of skills, using complete PE, ensured that children made good progress with PE skills and were active for the entirety of PE lessons.</p> | <p>£3220</p> <p>£300</p> <p>£70 per session x 2</p> |
| <p>To increase physical activity for disadvantaged children on by offering 2 free clubs each week.</p> | <p>Disadvantaged children</p> | <p>Key Indicator 2: The engagement of all pupils in regular physical activity</p> | <p>Disadvantaged children are giving 1st choice of sports clubs each term. They have a range of clubs on offer with a different sport and</p> | <p>Subsidized clubs range from £60/term to £126/term Average of £130/week £5070</p> |

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| <p>Use of sports coaches developing teacher subject knowledge will increase time spent being active in PE lessons.</p> | <p>All children</p> | | <p>always a football training session to attend termly. FSM children are provided with PE kits as part of their school uniform bundle.</p> <p>Children are more active in PE lessons as a result of well-structured lessons and increased confidence in delivery of PE lessons.</p> | <p>Calculated above</p> |
| <p>Clear identified Leadership for PE, focus for subject leadership.</p> | <p>PE subject leader</p> | <p>Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement</p> | <p>As a result of a focus on PE, provision for children improved dramatically from 2022-23. Children developed skills, teachers' subject knowledge and support increased and internal data suggests that teachers felt happier and more confident teaching PE.</p> | |

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| Sports Day led by expert coaches | All children | | Competing in competitive sport developed children's interest in races. Range of sports offered during the day encouraged children to attend sports camps and clubs at school. | £560 | |
| Use of sports coaches to develop staff confidence/ subject knowledge by team-teaching key units of PE. | Teachers, teaching assistants and children at Abacus. | Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils | PE curriculum well mapped with broad coverage and progression across year groups, building on skills. | Calculated above | |
| Complete PE subscription | Teachers, subject lead | | | | £180 |
| PE match/ game sessions at Hampstead Heath | All children, teachers | | | | Children have space to combine skills taught through the term or previous term in a game or match. Children increase capabilities through the application of taught skills. |

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| <p>Bloomsbury football coaches will support mini-tournaments during lunchtime 2x/ week. Children will be supported in developing skills and encouraged to attend clubs or join the academy.</p> <p>Sports Day- participation in complete activities, including races.</p> | <p>Mini-tournaments run during lunchtimes - Children take part in age-appropriate teams/ minigames - Sports day activities build on skills used throughout the year to culminate in competitive and noncompetitive activities –</p> <p>Sports funding used to hire equipment and space for sports day.</p> | <p>Key Indicator 5: Increased participation in competitive sport</p> | <p>Mini-games are well attended and coaches have identified children with developing skills. More girls are taking part in football sessions. All children take part in competitive range of sports during Sports Day. A lead coach has been identified through Active Day Camps to make this the focus for 24-25. Linking up with local London schools where possible.</p> | <p>£6250</p> <p>Calculated above</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 |
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| Increasing activity of disadvantaged children | Disadvantaged children are giving 1st choice of sports clubs each term. They have a range of clubs on offer with a different sport and always a football training session to attend termly. FSM children are provided with PE kits as part of their school uniform bundle. | |
| Increasing subject knowledge and confidence of teachers using sports coaches. | Staff reported an increased confidence in the structure and delivery of PE sessions. Sessions were more active as a result of team-teaching and increased knowledge of structure and delivery of PE sessions. Clear planning and progression of skills, using complete PE, ensured that children made good progress with PE skills and were active for the entirety of PE lessons. | This will continue to be a focus for 24-25 as this had the greatest impact on improving activity for children. Targeted and timetables support for clear identified areas of weakness or need according to staff responses. |
| Increasing activity of children at lunchtimes using Bloomsbury coaches. | Mini-games are well attended and coaches have identified children with developing skills. More girls are taking part in football sessions. | |

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> |
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| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 89% | Small cohort – only 1 pupil |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 89% | |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 89% | |
| 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? | No | Data is not below national average, however children attend swimming lessons for one full term (10-12 sessions) each year of KS2 |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | Swimming lessons are delivered by swimming teachers at Kings Cross Leisure Centre. |

Signed off by:

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| Head Teacher: | <i>Melissa Chandler</i> |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Holly Lovell, Assistant Headteacher</i> |
| Governor: | <i>Leslie Louie, Chair of Abacus Anthem Community Council</i> |
| Date: | September 2024 |