



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
MAPT training and the delivery of MAPT up and running on a weekly basis in one class in the Experiential Phase.	Individual physical movement goals achieved Facilitate movement increase or decrease of muscle tone, aid relaxation, aid communication, promote and assist Physical Therapy requirements. Learners with less opportunities for physical activity participate regularly in activity through MAPT.	We are a Rights respecting school Article 23 – Children with disabilities A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and play an active part in the community.
After school water confidence clubs were very successful and need to continue.	Motivates learners, increases physical activity, health benefits, emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.	
Membership of RSBSP	Achieved Your School Games – Gold Award - 2021-2022 and 2022-2023	
Healthy Schools application	Achieved Healthy Schools Award - ongoing	

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
<p>Employ / Introduce CITC (City in The Community) to take regular multi skills sessions in school, including a lunchtime club.</p> <p>CITC's SEND schools programme uses Manchester City Football Club to inspire and engage pupils to be active and develop essential life skills.</p>	<p>Jane M liaise with - Amy lawless – CITC Coach and Mark Donagan (manager) (AL to provide RA & Planning for each activity and an evaluation at the end of each Monday)</p> <p>LO's, PCA's, TA's, Teachers - CPD</p> <p>Learners</p>	<p>Key indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and Sport</p> <p>Key indicator 2: Raise profile of PESSPA across school</p> <p>Key indicator: Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p>	<p>More pupils meeting their daily physical activity goal.</p> <p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>Staff more confident to deliver effective PE</p> <p>CITC -Through the schools programme they support pupils to:</p> <ol style="list-style-type: none"> 1. Improve physical health and wellbeing 2. Improve mental health and wellbeing 3. Feel inspired and engaged 4. Develop skills and knowledge 5. Improve confidence and self-esteem <p>Opportunities to attend festival competition events at the Etihad Academy (timetable provided of events)</p> <p>Use of the Etihad sensory room for groups of learners throughout the year. Learners are able to access a variety of physical experiences in a safe learning environment expanding there play and leisure opportunities.</p>	<p>£7000 costs for CITC to deliver a full day of quality bespoke PE geared to SEN learners all year round including a lunchtime club</p> <p>9-3pm each Monday</p>

<p>Our Functional Curriculum continues to promote active learning with every child having a PLP target related to, 'Physical & Sensory' and a main curriculum pathway being Physical & Sensory, with ample opportunities across the curriculum to be active and improve motor competence and independence.</p> <p>Support physical curriculum activities via educational visits, equipment and resources in school, knowledge and understanding of how Physical activity promotes health and wellbeing</p> <p>Carry on our Rochdale Healthy Schools Status</p> <p>Culminate the year with a Focussed Health and Wellbeing week (rafted canoeing, climbing wall, gong bath etc.)</p> <p>Learner council involved in choice of leisure activities and the activities during Health week etc</p> <p>Continue to promote, carry out and resource sensory circuit, morning movement and Walk a Mile daily activities. Now part of the daily morning routine.</p>	<p>Staff and learners</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 2: Raise profile of PESSPA across school</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Achieved Rochdale – 'Healthy school Status' and 'Gold Active Mark' via RSBSP 21-22 and 22-23.</p> <p>Develop learners understanding of how to keep physically healthy, eat healthy and maintain active lifestyles. Health and wellbeing improved through physical activity. Improved motor competence and personal development, reduce levels of anxiety, stress, depression.</p> <p>Learners increasing their leisure opportunities taking part in activities that may otherwise be inaccessible to them.</p> <p>Understanding of rules – turn taking, appropriate social rules/behaviours in the community.</p> <p>Building confidence, self-belief, resilience, wellbeing, determination, social skills.</p> <p>Learners are refreshed, regulated and ready to learn and a number are able to self-regulate appropriately.</p> <p>Learners increase fitness levels, strength and mobility. Learners are socializing as they walk. Learners are establishing independence and there likes and dislikes regarding play and leisure activities.</p>	<p>Access to driver and bus – travelling costs £500</p> <p>Climbing wall - £1700 x2 days</p> <p>Rafted canoeing - £250</p> <p>Gong bath - £150/300</p> <p>Other providers TBC - £500</p> <p>Sensory circuit equipment replenished as well as items purchased for each class that have proved popular. (Gong swivel chair, video rocker chair, floor surfer, balance boards, physio balls, mini trampolines etc.) - £2500</p>
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<p>After School Clubs - Hydro/water confidence and Arts and craft</p> <p>Lunchtime cycling clubs and general use of bikes for play and leisure activities Purchase 20 new helmets (replenish regularly)</p> <p>Regular bike maintenance</p> <p>Wheelchair and bucket seat bikes utilised during the summer months to give Experiential learners the opportunity to ride a bike</p> <p>CITC lunchtime club each Monday – Multi-Sports small sided games (mentioned previously)</p>	<p>Staff and learners</p>	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>More opportunities for learners to use the hydro pool, which in turn increases water confidence and assists mobility.</p> <p>Motivates learners, increases physical activity, health benefits, emotional wellbeing, self-esteem, confidence, social skills, decision making, communication, self-discovery.</p> <p>Promotes safe riding, increase play and leisure opportunities, teaching to ride balance bikes, trikes and 2 wheelers.</p> <p>Bikes remain in working order and are safe for learners to ride consistently. Learners have opportunities they may not otherwise get to ride bikes. Bikes are a big motivator for our learners which offers lots of learning opportunities.</p> <p>Learners have opportunities for competition in a safe environment and increase skills in game situations, opportunities to practice for out of school competitions. Increase communication and social skills.</p>	<p>Inhouse funding -Tutor led funding supports this activity along with hours owed by staff being utilised.</p> <p>Helmets - £439.00 x20 Maintenance - £600 (Inc x3 visits per year)</p>
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<p>Continue to be a member of 'Connect collaborative' (a collaborative of Rochdale mainstream schools and ourselves)</p> <p>Join in the Festival type activities that they offer including the Dance Festival, orienteering, Athletics etc. Practice these events before attending – use the CITC lunch club to facilitate this.</p> <p>Mirror these and other appropriate activities back in school – social inclusion afternoon. (for those who don't have the opportunity to attend – Tuesday pm facilitated by the Gateway team and communication lead)</p> <p>Host a SEN specific Connect Collaborative Event: Deliver a SEND Festival for Mainstream schools with SEND learners. X10 schools 4 SEND learners per school = 40 learners. Carousel of activities to participate in.</p> <p>Your school Games' – RSBSP Enter SEND specific events Attend Joint SEND PE conference for Oldham and Rochdale schools Support with application for Your school Games Gold Award Opportunities to enter Panathlon events – bowling, New Age Kurling etc. Representing Rochdale in competition etc Reduced membership of Youth Sport Trust.</p>	<p>Staff and learners from both Springside and the connect collaborative schools and the schools involved in Your school Games.</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 2: Raise profile of PESSPA across school</p>	<p>Belonging, being part of a network of schools working together, inclusion opportunities. Socialising with other schools, appropriate behavior in these situations, dealing with defeat and success appropriately. Building confidence in play and leisure activities, finding likes and dislikes.</p> <p>Learners who don't as a rule get to attend sports events / competitions can attend a competition/Festival/event specifically catered towards their needs in a safe learning environment expanding there play and leisure opportunities</p> <p>Learner council have an opportunity to lead on an external event. Children who don't usually get to represent school in external competition/festival have the opportunity. Exposure to new activities.</p> <p>Achieved 'Gold Active Mark' via RSBSP 21-22 and 22-23. Opportunities to attend SEND specific events. Relevant, well matched competition opportunities. Inclusion opportunities. Socialising with other schools, appropriate behavior in these situations, dealing with defeat and success appropriately. Building confidence and expanding play and leisure activities, finding likes and dislikes. Reduced cost for training courses - increasing expertise in PE.</p>	<p>Transport costs – (see above)</p> <p>Your Trust to deliver 2 activities – minimal if any cost.</p> <p>RSBSP membership = £450 (reduced membership negotiated)</p>
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<p>Update Aquatic Therapy Shallow Pool Rescue Award – LA/KF/LW/KH/JMe/JMa attend the 2-day course and receive the associated qualifications. Onsite Hydro, water play, water safety and confidence delivered in a safe and productive environment</p> <p>All Y6 learners receive a specific swimming /water confidence program of activity</p> <p>External swimming Castleton baths primarily for Y6 learners. Offer full year round opportunity for those able to attend a public facility.</p> <p>Increase water confidence Y6 learners internal provision in Hydrotherapy pool.</p>	Learners and staff	<p>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: Increase confidence, knowledge and skills of all staff in teaching PE and Sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Safe use of the onsite Hydrotherapy Pool. Increase in Water confidence, Physical development, Strength of limbs, body awareness, movement, communication, fun and enjoyment. Increase motor competence</p> <p>Understand and learn appropriate behaviour/rules in a public community facility.</p> <p>Increase water confidence, improve strength and mobility. Increase independence in dressing/undressing and swimming. Understand safety around water. Increase opportunities for play and leisure.</p>	<p>£1200</p> <p>Transport – attached to the Gateway team budget Swimming – school pays term 1 then the extra 2 terms come out of PE Premium – Half hour session = £35 for venue, £40 per teacher, £20 per lifeguard. x20 sessions = £1900</p> <p>Gateway team and Experiential classes – provide internal opportunities.</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

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?	0%	<p>In Sept 2023 there are 18 Y6 Learners. 1 in the Experiential Phase, 3 in the Exploratory Phase and 14 in the Investigative Phase.</p> <p>From these there are 9 learners who would be able to access the local swimming pool for lessons on a weekly basis.</p> <p>Any Learners in Year 6 who are unable to attend the local pool, due to severity of need or medical conditions, are given the opportunity to access the school's hydrotherapy pool on a regular basis in year 6. Sessions are planned to support learners to develop confidence in and around water as well as to support physical (physio) need and movement. Classes have the flexibility to use these sessions in the most appropriate way for their learners, this can be 1:1 or small group sessions. Learners develop confidence in the water and increase their physical wellbeing and pre-swimming skills along with safety around water.</p> <p>100% of all Y6 learners have accessed either the swimming lessons at the local pool or the school's hydrotherapy pool. We will be using our Primary PE and Sport Premium money to allow for a weekly session throughout the whole year in term time for our Y6 learners to access the local swimming pool where appropriate.</p> <p>We will be using extra staffing support within school to facilitate the Hydro / Water sessions for the Y6 learners.</p>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0%	The majority of the year 6 learners increase their water confidence over the year and reduce the amount of aids used initially, they learn to float with aids and move through the water. A very small minority will swim for a metre or two unaided.

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	0%	Use this text box to give further context behind the percentage.
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	See above for the breakdown of how this is used
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	Aquatic Therapy Shallow Pool Rescue Award (see above)

Signed off by:

Head Teacher:	Melody Fierro
Subject Leader or the individual responsible for the Primary PE and sport premium:	Jane Mechen Deputy Head Teacher
Governor:	Lyn O'Reily
Date:	October 2023

